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# Proceedings

*of the*

SEVENTIETH ANNUAL CONVENTION

*of the*

Middle States Association

*of*

Colleges and Secondary Schools

1956



CHALFONTE-HADDON HALL, ATLANTIC CITY, N. J.  
FRIDAY AND SATURDAY, NOVEMBER 23 AND 24, 1956



PUBLISHED BY THE ASSOCIATION

1957



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# CONTENTS

	PAGE
List of Officers .....	4
Members of Commissions .....	5
Representatives on the College Entrance Examination Board ....	6
Representatives on the American Council on Education .....	6
Representatives on the National Committee of Regional Accrediting Agencies .....	6
Fraternal Delegates .....	6
Special Committee .....	6
Program of 1956 Convention .....	7
General Session, Friday Morning	
Report of the Secretary .....	8
Report of the Treasurer .....	12
Auditor's Report .....	13
Report of the Commission on Institutions of Higher Education	
Rev. Laurence J. McGinley, Secretary .....	14
Report of the Chairman of the Commission	
Ewald B. Nyquist .....	16
Report of the Commission on Secondary Schools	
R. D. Matthews, Chairman .....	22
Report of the Executive Secretary of the Commission	
Ira R. Kraybill .....	25
Report of the Nominating Committee .....	27
Discussion of Association Policy Statement on NCATE and Teacher Education .....	28
General Session, Friday Afternoon	
The Structure and Nature of Higher and Secondary Education ...	46
C.I.H.E.—The Effective Evaluator .....	73
Evaluation of Secondary Schools .....	90
Dinner Session	
Scientific Manpower and Education	
Samuel M. Brownell .....	91
List of Member Institutions	
Accredited Colleges .....	104
Accredited Junior Colleges .....	109
Accredited Secondary Schools .....	110
Accredited Schools for American Dependents Abroad .....	132
Membership Organizations .....	133
Honorary Members .....	133

## LIST OF OFFICERS, 1956-57

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### VICE-PRESIDENT

ANNE WELLINGTON, *Headmistress*, Emma Willard School, Troy, New York.

### SECRETARY

GENE D. GIBBURNE, *Vice-President*, University of Pennsylvania.

### TREASURER

HENRY SCATTERGOOD, *Principal*, Germantown Friends School.

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REV. PHILIP HOOVER, O.S.B., *Headmaster*, St. Benedict's Preparatory School,  
Newark, N. J.

BLAKE TEWKSBURY, *President*, Keystone Junior College, La Plume, Pa.

WARD I. MILLER, *Superintendent of Schools*, Wilmington, Del.

EARLE T. HAWKINS, *President*, State Teachers College, Towson, Md.

WENDELL E. DUNN, *Principal*, Forest Park High School, Baltimore, retiring  
*President of the Association (coopted)*.

EWALD B. NYQUIST, Chairman of the Commission on Institutions of Higher  
Education, *Ex Officio*.

R. D. MATTHEWS, Chairman of the Commission on Secondary Schools,  
*Ex Officio*.

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REV. LAURENCE J. MCGINLEY, *President*, Fordham University, New York,  
N. Y., Secretary, Commission on Institutions of Higher Education.

IRA R. KRAYBILL, 201 S. 34th Street, Philadelphia 4, Pennsylvania, *Executive  
Secretary*, Commission on Secondary Schools.

F. TAYLOR JONES, *Executive Secretary*, Commission on Institutions of Higher  
Education, 15 Park Row, New York 38, N. Y.

## COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

Terms expiring in 1957: FINLA CRAWFORD, *Vice-Chancellor*, Syracuse University; REV. LAURENCE J. MCGINLEY, *President*, Fordham University; BOYD C. PATTERSON, *President*, Washington & Jefferson College; WILLIS E. PRATT, *President*, State Teachers College, Indiana, Pa.; EWALD B. NYQUIST, *Associate Commissioner*, New York Department of Education, *Chairman*.

Terms expiring in 1958: EDWARD K. CRATSLEY, *Vice-President*, Swarthmore College; MILLARD E. GLADFELTER, *Provost*, Temple University; DANIEL Z. GIBSON, *President*, Washington College; RICHARD H. LOGSDON, *Director*, Universities Libraries, Columbia University; ALBERT E. MEDER, JR., *Dean of Administration*, Rutgers University.

Terms expiring in 1959: MOTHER ELEANOR O'BYRNE, *President*, Manhattanville College of the Sacred Heart; JOHN CRANFORD ADAMS, *President*, Hofstra College; STANTON C. CRAWFORD, *Secretary of the University and Dean of the Faculties*, University of Pittsburgh; CARTER DAVIDSON, *President*, Union University; OTTO F. KRAUSHAAR, *President*, Goucher College.

The President and Secretary of the Association.

Honorary Members: \*GEORGE A. BRAKELEY, \*FRANK H. BOWLES, EUGENE F. BRADFORD, \*ROBERT C. CLOTHIER, \*MARGARET T. CORWIN, ROY J. DEFERRARI, \*FREDERICK C. FERRY, \*DAVID A. ROBERTSON, E. KENNETH SMILEY, \*HARRY A. SPRAGUE, \*CHARLES C. TILLINGHAST.

\* Emeritus

## COMMISSION ON SECONDARY SCHOOLS

Terms expiring in 1957: EVAN INGRAM, *First Associate Superintendent of Schools*, Pittsburgh, Pa.; REV. WILLIAM A. RYAN, S.J., *President*, Georgetown Preparatory School, Garrett Park, Md.; R. D. MATTHEWS, *Professor*, University of Pennsylvania, Philadelphia, Pa., *Chairman*.

Terms expiring in 1958: CHARLES E. BISH, *Principal*, William McKinley Senior High School, Washington, D. C.; ABLETT H. FLURY, *Assistant Commissioner of Schools*, Trenton, N. J.; RHODA E. HARRIS, *Headmistress*, Albany Academy for Girls, Albany, N. Y.

Terms expiring in 1959: LESLIE R. SEVERINGHAUS, *Headmaster*, Haverford School; REV. PASCAL F. FOLEY, O.F.M., *Rector*, St. Joseph's Seraphic Seminary, Callicoon, N. Y.; WILLIAM O. PENROSE, *Dean*, University of Delaware.

The President and Secretary of the Association.

Honorary member: E. D. GRIZZELL.

## REPRESENTATIVES ON THE COLLEGE ENTRANCE EXAMINATION BOARD

JOHN F. BROUGHER, Woodrow Wilson Senior High School, Washington,  
D. C.

HENRY H. CALLARD, Gilman Country School for Boys, Baltimore, Md.

CLARENCE FULMER, Wilmington High School, Wilmington, Del.

KENDALL B. HOWARD, Manhasset High School, Manhasset, Long Island,  
N. Y.

JAMES E. NANCARROW, Upper Darby Senior High School, Upper Darby, Pa.

J. FOLWELL SCULL, JR., Polytechnic Preparatory Day School, Brooklyn, N. Y.

## REPRESENTATIVES ON THE AMERICAN COUNCIL ON EDUCATION

HENRY GRATTAN DOYLE, George Washington University.

GENE D. GISBURNE, University of Pennsylvania.

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REV. LAURENCE J. MCGINLEY, Fordham University.

EWALD B. NYQUIST, State Education Department, Albany, N. Y.

E. KENNETH SMILEY, Lehigh University.

## REPRESENTATIVES ON THE NATIONAL COMMITTEE OF REGIONAL ACCREDITING AGENCIES

EWALD B. NYQUIST, Chairman of the Commission on Institutions of Higher  
Education.

F. TAYLOR JONES, Executive Secretary to the Commission on Institutions  
of Higher Education.

## FRATERNAL DELEGATES

New England Association of Colleges and Secondary Schools:

JOHN C. BOYDEN, Deerfield Academy, Deerfield, Massachusetts.

North Central Association of Colleges and Secondary Schools:

J. FRED MURPHY, Principal, Broad Ripple High School, Indianapolis,  
Indiana.

Southern Association of Colleges and Secondary Schools:

ALBERT J. GEIGER, Executive Secretary-Treasurer.

## SPECIAL COMMITTEE

Committee on Nominations:

CHARLES E. BISH, *Principal*, McKinley High School, Washington, D. C.

SARAH G. BLANDING, *President*, Vassar College.

ALBERT H. FLURY, Assistant Commissioner of Education, New Jersey.

MOST REV. BRYAN J. MCENTEGART, *President*, Catholic University of  
America.

KARL G. MILLER, *Dean*, University of Pennsylvania, *Chairman*.

## GENERAL MEETINGS OF THE ASSOCIATION

Friday, November 23, 1956

*Presiding Officer*—WENDELL E. DUNN, *Principal*, Forest Park H. S.,  
President of the Association

### 10:30 A.M.—General Session

Annual Meeting. Reports of Officers and Commissions  
Election of Officers

### 11:30 A.M.—General Session

Discussion of Association Policy Statement on NCATE  
and Teacher Education

### 2:30 P.M.—General Session

TOPIC: *The Structure and Nature of Higher and Secondary  
Education*

Presentations by:

DR. WILLIAM C. FELS, *Associate Provost*, Columbia  
University, formerly Associate Director, College  
Entrance Examination Board, "Developments and  
Devices in College Admissions Criteria"

MISS MARY E. MEADE, *Principal*, Washington Irving  
High School for Girls, "Potential College Students  
—Identification and Counselling"

DR. BUELL G. GALLAGHER, *President*, College of City  
of New York, "Changing Patterns of Higher  
Education"

### 4:30 P.M.—Functions and Responsibilities of an Evaluator. Com- mission on Institutions of Higher Education

### 4:30 P.M.—Workshop on the Evaluation of Secondary Schools

### 7:00 P.M.—Dinner Session

Greetings from Fraternal Delegates  
Scientific Manpower and Education

DR. SAMUEL M. BROWNELL, *Superintendent of  
Schools*, Detroit, Michigan

## GENERAL SESSION

Friday, November 23, 1956

The Seventieth Annual Convention of the Middle States Association of Colleges and Secondary Schools was called to order at 10:30 A.M. with Mr. Wendell E. Dunn, President, presiding. The invocation was delivered by Reverend Walden Pell, II, Headmaster, St. Andrews School for Boys.

### REPORT OF THE SECRETARY

GENE D. GISBURNE

The most important and significant activities of the Middle States Association during the past year will be brought to your attention in the reports which follow. Henry Scattergood, the Treasurer of the Association, will provide the details of the financial operation of our organization, and the reports of the officers of the two commissions will clearly indicate the increased interest in the Middle States Association and its evaluation activities.

In the main, the business of the Executive Committee during 1955-56 has been of a routine nature. However, the unusually careful consideration of all matters by the members and the wonderfully cooperative atmosphere never cease to impress me.

The work of the five-member Finance Committee, composed of the President, the Secretary, the Treasurer, and one representative from each commission, continues to be invaluable in the Executive Committee's deliberation of this important phase of the operation of the Association.

Exactly ten years ago Burton Fowler, then Treasurer, reported that the budget amounted to \$20,000 and that this sum was ten times the size of the first budgets of the Association. It is of considerable significance that in the past few years we have been operating on an exceedingly close margin with a budget of almost \$70,000. There is now clear-cut evidence that at this time consideration must be given to an increase in dues for the secondary school membership, for whom the annual charge is now \$15.

May I remind you that a year ago my report included the following statement: "Firm plans have been made for the Finance Committee to continue these meetings each year, and we are confident that the desired results will be brought forth in well-conceived recommendations to the membership of the Association." The basis for the preceding statement on dues was conceived in meetings of the Finance Committee, and the Chairman of the Commission on Secondary Schools later this morning will present a resolution asking for an increase in dues for member secondary schools.

Careful attention has been given to the matter of convention attendance which has increased steadily in recent years. It is of interest to note that an additional clerk was hired this year because in 1955 we experienced some registration difficulties as a direct result of a gratifyingly higher attendance.

In 1950 the membership list of the Association included 188 colleges and 768 secondary schools, and in 1955 there were 236 college members and 848 secondary school members. The convention registration of 1950 totaled 774 representatives from 402 institutions, while that of 1955 included 925 representatives from 438 institutions; and there is reason to believe a considerable number of delegates did not complete the registration procedure last year.

The percentage of college member institutions represented at the conventions has exceeded by far that of the secondary school member institutions, and for this reason your Executive Committee has given great consideration in the formulation of the convention programs to speakers and topics which will be of interest to all members but with particular emphasis directed to the secondary school group.

It is hoped that all are familiar with the Association Information Bulletin published over a year ago. Within the next year it will be necessary to reprint this brochure, and you are urged to send to the Secretary of the Association your comments on the publication. A limited supply of the Bulletins is available at the registration desk and copies may be obtained on request.

During the past year action was taken by the College Entrance Examination Board to increase the number of Middle States Association representatives. We now have six members who serve on the College Board, and you are aware that it has been the policy of the Executive Committee to select these representatives from the roster of secondary school officials with appropriate allocation to both public and independent schools.

Many and varied items of interest appear on the Executive Committee agenda. Among these in 1955-56 was a request to provide assistance to the General Electric in the solution of certain problems in connection with the company's programs of financial assistance to colleges which include matching scholarship grants.

The question of educational television is one which interests many today, and Executive Committee members, as a result of a proposal of the North Central Association, have had under study the constitution of a Television Committee of the Association which would be for the purpose of exchanging information and initiating studies on educational television in



the Middle States area. Final action on this matter has not been determined, however.

We are all familiar with the work of the General Committee for the Cooperative Study, and of the significant contribution made to this work by Dr. E. Duncan Grizzell over a period of many years. About a year ago Dr. Grizzell resigned from this post, and indeed we owe him a debt of thanks for his leadership on the General Committee as well as for his work in this Association. The vacancy created by this resignation has been filled by Executive Committee action with the appointment of an able successor, Miss Mary H. Carter, Principal of the Radnor High School; and it is significant that Miss Carter is the first woman to serve on the General Committee.

The work of the Secretary's office has been during this year mainly of a routine nature. However, communications have increased greatly, and there is an unusual interest by many in the business of the Association, an interest which demonstrates the need for the services provided by our Association.

Last summer one of the Philadelphia newspapers discussed editorially a friend commonly called "The Oncoming Tidal Wave of Students," and in the discussion mentioned that a number of small colleges in all sections of the country were not filled to capacity. All this was fine, but the editorial clearly indicated that specific and factual data on the admissions policies and practices in these relatively unfilled smaller colleges from coast to coast were available and could be obtained by writing to the Secretary of the Middle States Association of Colleges and Secondary Schools, 3401 Woodland Avenue, Philadelphia 4, Pa. You can appreciate that the question box was truly filled and the answer basket developed a number of unique replies. Yes, correspondence this year has been much heavier than usual.

A little over a month ago the offices of the Secretary of the Association and of the Commission on Secondary Schools were relocated in another building on the University of Pennsylvania campus. The address is now 201 South 34th Street, and all personnel appear to be well satisfied with the new quarters which are somewhat larger and better suited to our needs.

The move to the new and more comfortable location was accomplished without cost to the Association, although there will be requests undoubtedly for some new furniture and equipment. There may be some hidden meaning, too, in the fact that our new offices are in the same building as the University's Office of Development and Public Relations.

In 1955-56 representatives of the Association have had numerous meetings, conferences and ceremonies. Your Secretary served as fraternal delegate at the meetings of the Southern Association in Miami Beach, and President



Wendell E. Dunn was our fraternal delegate at the annual meetings of the New England Association of Colleges and Secondary Schools in December, 1955. Dr. E. Kenneth Smiley, Vice-President of the Association, was our fraternal delegate at the meetings of the North Central Association in Chicago in April of this year.

Other representatives during 1955-56 were as follows:

Duncan Grizzell, Eleventh Annual National Conference on Higher Education, Chicago, March 5-7, 1956;

Henry G. Doyle, American Council on Education, Washington, D. C., March 19-20, 1956;

Karl G. Miller and William T. Caldwell, American Academy of Political and Social Science, April 20-21, 1956;

E. Sculley Bradley, Vice Provost, University of Pennsylvania, American Council on Education, Chicago, Council for Financial Aid to Education, October 10, 1956;

Professor Delbert Barley, Ithaca College, Inauguration of President of Hobart and William Smith Colleges, October 12, 1956;

Dean John C. Hayward, Bucknell University, Inauguration of President of Gettysburg College, October 19, 1956.

You will be interested to know that in the next two weeks, Dr. Smiley will be the fraternal delegate to meetings of the New England Association in Boston, and Miss Anne Wellington of the Emma Willard School will serve as fraternal delegate at the meetings of the Southern Association of Colleges and Secondary Schools in Houston, Texas.

You should be clearly aware of the wonderfully coöperative atmosphere that pervades the work of your Association, and your Secretary is grateful indeed for the assistance of the many members of the Association. This expression of thanks, I know, represents not only my personal feeling, but that of all the officers and the members of the Executive Committee.

## REPORT OF THE TREASURER

September 1, 1955 to August 31, 1956

Balance in Checking Account, September 1, 1955 .....	\$ 4,165.36
Balance in Secretary's C.I.H.E. Account, September 1, 1955 .....	3,287.05
Balance in Savings Account, September 1, 1955 .....	112.74
U. S. Savings Bonds, Series "G" .....	8,000.00

## RECEIPTS

Dues, Colleges 1955-56 .....	\$27,450.00
Dues Secondary Schools .....	12,395.00
Associate Memberships .....	160.00
	<u>\$40,005.00</u>
Back dues, Colleges .....	100.00
Back dues, Secondary Schools .....	30.00
Dues in advance, Secondary School .....	15.00
	<u>\$40,150.00</u>
C.I.H.E. Evaluation Fees .....	\$ 6,725.00
C.I.H.E. Evaluation Costs Reimbursements .....	15,656.26
	<u>22,381.26</u>
C.S.S. Evaluation Fees .....	\$ 4,340.00
Certificates .....	24.00
Miscellaneous .....	5.00
	<u>4,369.00</u>
Interest on \$4,000 U. S. Bonds 2½%, "G" bonds due 1961 .....	100.00
	<u>\$67,000.26</u>
Checking Account, September 1, 1955 .....	4,165.36
Secretary's C.I.H.E. Account, September 1, 1955 .....	3,287.05
	<u>\$74,452.67</u>

## EXPENDITURES

Convention Expenses .....	\$ 1,093.38
Printing of Proceedings, etc. ....	4,695.11
Executive Committee Meetings .....	220.31
Delegates' Expenses to Meetings .....	660.70
Contributions and Dues .....	400.00
Auditing Accounts .....	75.00
Insurance .....	168.65
Social Security Taxes .....	402.58
	<u>\$ 7,715.73</u>
SECRETARY'S OFFICE	
Salaries and Honoraria .....	\$ 1,300.00
Correspondence and Printing .....	68.26
Miscellaneous .....	40.00
Telephone .....	30.85
	<u>1,439.11</u>
TREASURER'S OFFICE	
Salaries and Honoraria .....	\$ 1,350.00
Postage and Notary .....	93.15
Fidelity Bonds .....	25.00
Correspondence, Printing, Supplies .....	88.11
	<u>1,556.26</u>

## COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

Salaries and Honararia .....	\$13,100.02
Annual Meeting, less refunds .....	2,265.48
T.I.A.A. ....	425.08
Fidelity Bond .....	25.00
	<u>15,815.58</u>

## EXPENSES THROUGH EXECUTIVE SECRETARY

Evaluation Costs .....	\$20,338.72
Office Rent .....	2,757.96
Stationery and Supplies .....	723.31
Telephone .....	747.00
Printing .....	569.34
Equipment .....	501.75
Clerical Help .....	630.00
Meetings .....	1,106.60
Travel .....	1,942.55
Contingencies .....	27.55
Research .....	154.71
Shipping .....	644.81
	<u>30,144.30</u>

## COMMISSION ON SECONDARY SCHOOLS

Salaries and Honoraria .....	\$ 9,678.50
Travel and Visiting Schools .....	859.03
Certificates .....	18.10
Office Equipment .....	62.13
Office Supplies and Telephone .....	807.82
Petty Cash .....	375.00
	<u>11,800.58</u>

	\$68,471.56
Treasurer's Balance August 31, 1956 .....	2,033.51
Executive Secretary's Balance August 31, 1956 .....	3,947.60
	<u>\$74,452.67</u>

## AUDITOR'S REPORT

Board of Directors  
Middle States Association of  
Colleges and Secondary Schools  
Philadelphia, Pennsylvania

Gentlemen:

We have made an examination of the books and records of the Treasurer and Executive Assistant of the Middle States Association of Colleges and Secondary Schools for the fiscal year ended August 31, 1956.

The Receipts, as recorded in the books, were accounted for by the Disbursements, which were supported by endorsed canceled checks and/or approved vouchers; together with the balances in banks at August 31, 1956, as attested by the banks' formal monthly statements.

The Investments were examined in the possession of the Treasurer.

Very truly yours,

LAWRENCE E. BROWN & COMPANY

**REPORT OF THE COMMISSION ON INSTITUTIONS  
OF HIGHER EDUCATION****REVEREND LAURENCE J. MCGINLEY, *Secretary***

The part of the Commission's work which touches our member institutions most directly is, of course, the program of periodic reevaluation which the Association authorized in 1946, and the evaluations of applicants for initial membership in the Association. I have the honor of reporting to you the Commission's activities in these areas during the 1955-56 academic year. The actions do not require confirmation.

Thirty-two evaluations were conducted, and thirty-one progress reports following up earlier evaluations were reviewed. As a result, the Commission has welcomed eight new members into the Association, namely:

Accredited November 26, 1955—King's College, Wilkes-Barre, Pennsylvania; Long Island University, Brooklyn, New York; Peabody Conservatory of Music, Baltimore, Maryland; Philadelphia Textile Institute, Philadelphia, Pennsylvania.

Accredited April 14, 1956—Jamestown Community College, Jamestown, New York; Julliard School of Music, New York City, New York; Rosary Hill College, Buffalo, New York; State Teachers College, Salisbury, Maryland.

As a further result of the year's activities, the Commission has reaffirmed the accreditation of twenty-two member institutions, as follows:

Adelphia College, Garden City, New York  
Beaver College, Jenkintown, Pennsylvania  
Canisius College, Buffalo, New York  
Chestnut Hill College, Philadelphia, Pennsylvania  
City College of the College of the City of New York  
Clarkson College of Technology, Potsdam, N. Y.  
College Misericordia, Dallas, Pennsylvania  
College of Mount Saint Vincent, New York City  
College of New Rochelle, New Rochelle, New York  
Duquesne University, Pittsburgh, Pennsylvania  
Houghton College, Houghton, New York  
Hunter College of the College of the City of New York  
LaSalle College, Philadelphia, Pennsylvania  
Nazareth College, Rochester, New York  
Pennsylvania State University, University Park, Pennsylvania  
Rensselaer Polytechnic Institute, Troy, New York  
Rutgers University, New Brunswick, New Jersey  
State Teachers College, Kutztown, Pennsylvania

Stevens Institute of Technology, Hoboken, New Jersey  
Thiel College, Greenville, Pennsylvania  
United States Naval Academy, Annapolis, Maryland  
Villa Maria College, Erie, Pennsylvania

One or more specialized accrediting agencies participated in sixteen of our thirty-two evaluations last year, to the mutual satisfaction of everyone concerned.

In addition, the Commission made two special studies of institutions in Puerto Rico on behalf of the Superior Council of Education, which is the insular accrediting agency, somewhat comparable to our state education departments.

The Commission asked me to express our deep appreciation to the 319 persons who served on our evaluating teams in 1955-56. We especially thank those who have carried the demanding responsibilities of the chairmanships, and request leave to list their names as an addendum to this report for publication in the Proceedings of the Association.

**Chairmen of the 1955-56 Evaluation Teams:**

*President* SARAH GIBSON BLANDING, Vassar College  
ALAN W. BROWN, *Provost*, Union College  
*Dean* WRAY H. CONGDON, Lehigh University  
EDWARD K. CRATSLEY, *Vice-President*, Swarthmore College  
*Dean* STANTON C. CRAWFORD, University of Pittsburgh  
*President* CARTER DAVIDSON, Union College  
ROY J. DEFERRARI, *Secretary-General*, Catholic University of America  
ALFRED D. DONOVAN, *Vice-President*, Seton Hall University  
*President* CALVERT N. ELLIS, Juniata College  
*President* DANIEL Z. GIBSON, Washington College  
REV. JOSEPH C. GLOSE, S.J., Jesuit Educational Association  
*Dean* MARGARET HABEIN, University of Rochester  
*President* EARLE T. HAWKINS, State Teachers College, Towson, Maryland  
E. TAYLOR JONES, *Executive Secretary of the Commission*  
RICHARD H. LOGSDON, *Director of Libraries*, Columbia University  
*Dean* ALBERT E. MEDER, JR., Rutgers University  
JOHN M. MULLINS, *Director of the Budget*, Columbia University  
EWALD B. NYQUIST, *Chairman of the Commission*  
MOTHER E. M. O'BYRNE, *President*, Manhattanville College of the Sacred Heart

*President* WILLIS E. PRATT, State Teachers College, Indiana, Pennsylvania

CLAUDE E. PUFFER, *Acting Chancellor*, University of Buffalo

*President* EDWARD W. SEAY, Centenary College for Women

*President* J. CONRAD SEEGER, Muhlenberg College

CHARLES A. SEIDLE, *Director of Admissions*, Lehigh University

*President* JOHN J. THEOBALD, Queens College

CHARLES C. TILLINGHAST, *Principal Emeritus*, Horace Mann School

*Dean* WINTON TOLLES, Hamilton College

*President* J. C. WARNER, Carnegie Institute of Technology

*President* ROSCOE L. WEST, State Teachers College, Trenton, New Jersey

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## REPORT OF THE CHAIRMAN OF THE COMMISSION

EWALD B. NYQUIST, *Associate Commissioner*  
New York Department of Education

It is always a pleasant and a relaxing annual occasion for me to come to Atlantic City for our convention, but this year I have been looking forward to it more than ever before. I can sum up my negative reason for saying so by simply stating, on behalf of my other preoccupations: There must be some easier way of making a living.

Last year I commented on the accelerated pace with which we seem to be living our academic lives. This increasing pace must have been noticed by someone else because I have since had placed on a sign in my office a comment I read recently: Anyone who remains calm in the midst of all this confusion simply does not understand the situation.

Someone said recently that in the spring boys become gallant and the girls become buoyant. I do not know what the fall does, but surely it brings out the worst and the best in higher education. The "worst" I consider to be the increasing, or so it seems, number of distractions and frustrations with which one must cope and which prevent us from getting on with the job.

These diverting or thwarting elements are sometimes unanticipated or even abiding conflicts of interests between segments of our higher education community. Frequently they are the sinful habits of those who intellectualize beyond need and indulge in excessive contemplation, often mere pretexts for eschewing decisions which need to be made, and symptomatic that conviction is not always allied with courage. Sometimes there is the painful slowness of our academic process. Frequently they are the misplaced confidence in the trivial and unimportant. Often all of us must steel ourselves

to resist the blandishments of special pleadings, and, finally, there are the innumerable conferences and meetings where even in the fall, as someone has said, "The jejune keeps bustin' out all over."

But enough of this lament. Happily more virtue than sin prevails. The "best" I think are the challenges of new problems, the new insights one receives from communication with others having common interests in higher education, and the all too infrequent opportunities like this one which comes with the pleasing regularity of Thanksgiving and affords the rare chance to bathe again in the warm and friendly atmosphere of friends and colleagues voluntarily dedicated to a worthy cause.

Well, I didn't come here to entertain you or ask you to share my views on life in general, so I shall get on with my report as Chairman of your Commission.

The Secretary, Father McGinley, has already reported to you the results of actions taken by the Commission this past year. I may say that our schedule for evaluating institutions is full through 1958. 1959 is the earliest opportunity for any unscheduled unaccredited institution to be placed on our list.

We are nearing the end of our first reevaluation cycle which can be said to have begun in 1957 with the completion of seven pilot reevaluations.

We now have 240 member higher institutions of the Middle States Association. Only 30 member institutions of the original list remain to be re-evaluated at least once and before our ten-year cycle concludes. Nineteen of these will be accomplished by next spring and by 1958 we will have finished the task.

For some time, as you know, your Commission has been engaged, and we have enlisted your help, in considering what our fundamental policies of evaluation and accreditation should be after this cycle is concluded in 1958. If any of our present policies are to be changed or substituted for, two things are obvious: (1) That any proposal for fundamental change must be submitted to this Association for approval, and (2) it takes time to change over and hence by no later than the November 1957 Association meeting any recommendations which evolve must be adopted.

Within this year, and quite probably next June, we intend to hold a conference to which will be invited many representatives of our higher institutions who will form a cross-section of our membership. The purpose of this conference will be to reconsider our policies and procedure and to make recommendations to the Commission itself. After approval of these recommendations by the Commission, they will be submitted to you at the 1957 annual meeting. The new or reaffirmed policies and procedures would then become effective for all institutions evaluated in 1959.



I should like to make some comment on intercollegiate athletics. For some years now your Commission has had published criteria defining acceptable policies and practices in the conduct of intercollegiate athletics. There are three basic elements in these criteria. One is the policy that athletes and non-athletes should be treated equitably in all things. A second is the lodging of responsibility within the institution for firm control of the athletics program and all educational details pertaining thereto. A third is the requirement that the aims of an athletics program must be consonant with the purpose and objectives of the institution in which the program is conducted. If these three elements are carried out, the rest will follow. The true educational significance of athletics, in other words, will achieve its own level.

I am of the firm belief that your Commission's criteria in these respects are realistic. I am confident that they have been equitably applied to all institutions which have been evaluated or reevaluated so far. This matter of equitable application is sometimes not immediately apparent to our member institutions or to one institution which is the neighbor of another. All I can do is assure you that the Commission makes every effort to be fair. I cannot say more because the Commission is, as you yourself want it to be, a repository of confidential information which it cannot divulge to others.

Many of you have noticed perhaps in recent weeks the reports of scandalous practices in recruitment of and in financial assistance for athletes in non-eastern institutions. I am confident that our own policies in evaluating intercollegiate athletics programs have had a substantial amount to do with the fact that none of the abuses reported recently or in the last few years have had their origin in this territory.

I do not say this smugly or with contempt for other associations or regions. Quite the contrary. I do want to reinforce your confidence in your Commission and the leadership it has exercised in these matters in the past, and with your blessing will continue to exercise in the future.

I can't resist mentioning the fact that one western institution, as you may have noted, fired the coach and in last fall's election he was elected Lieutenant Governor with the responsibility of handling the budget for the university. There is a moral there for anyone here who is a college President.

A third matter which I should like to discuss for a moment is the real concern which your Commission has for those institutions which are not now accredited members of this Association.

This past year a national organization was formed, comprised of those institutions which are not accredited by any regional accrediting agency. The purpose of this group, as I understand it, is not to form a self-help accrediting group so that "none shall lose and all shall have prizes." Rather,



it is (a) to focus attention on the need for assisting all institutions, accredited or not, because in the imminent future every facility we have now will be needed as they never were before to accommodate coming pressures for enrollment, and (b) to stir regional accrediting into more altruistic practices than they now collectively display towards non-member institutions.

Happily, I can say with conviction that no agency exceeds this one in the time and effort which your Commission devotes to helping non-member institutions in becoming more competent or, in any case, in assisting them in the process of joining the company afforded by this Association.

I dare say F. Taylor Jones spends just as much of his time advising and visiting unaccredited institutions as he does consulting with member colleges and universities. And this is as it should be, for the broad purpose of this Association is the improvement of education and mutual assistance and encouragement.

I should like to conclude with this statement which F. Taylor Jones communicated recently to an agency interested in the problem of the unaccredited institutions:

"The single function of the Middle States Association's Commission on Institutions of Higher Education is to help improve the quality of higher education in this region. Accreditation is simply a means to that end. It is not important of itself, but only as a stimulus to institutional improvement and as a recognition of sound achievement by those who are in the best position to assess it—mature, experienced colleagues.

"The concern of the Middle States Association, therefore, is not to restrict the accredited list, but to enlarge it by doing everything possible to aid institutions become worthy of inclusion in it. But since the Association is responsible for accreditation, it must handle it honestly. It is determined at the same time to use it as a constructive force."

A fourth matter is this. All of you are aware of the pressures of coming enrollments. If I am not mistaken, all or nearly all of the states represented in this Association are deeply involved in such studies and research as will assist in the decades ahead, in extending further educational opportunity, in accommodating with appropriate facilities our youth who want and can profit from higher education, and in maintaining and even enhancing the present competence of our several systems of higher education, comprised as they are in the Middle States territory of both private and public colleges and universities in large numbers. I know that my own state is characterized presently by a first-class and wholly salutary ferment.

May I urge two considerations. First, I urge with all the power I can muster that each institution in our territory, if it has not already done it, evaluate itself in terms of the role it expects to play in the next couple

of decades. I know we are engaged in a marathon and not a sprint in accommodating future enrollments. Just the same, each institution must begin now to plan wisely for its future development.

What numbers of students do you expect to accommodate? What resources do you need to fulfill your plans? How do you propose to get them? These are questions you must answer. Don't put the job off. And having once planned, do not get the mistaken notion that the task is finished.

In the first place, each institution must hold itself accountable for checking annually the extent of the progress made in consummating the adopted plans. Secondly, in our highly mobile and rapidly changing society, original plans must be reviewed again and again.

The second point I wish to make is this. There is much emotion, tension and concern over the future of higher education and the problem of providing enough facilities, and what kind, for all those who will seek higher education.

One factor in all this is that the educational structure in many of the states comprising the Middle States territory is not monolithic. It is predominantly private or independent at the level of higher education. But public agencies, too, carry a substantial burden.

At this point, with appropriate paraphrase, I should like to draw briefly on a document, the New York State White House Conference Report.

There is much emphasis today on the expansion of public higher education. This is appropriate. Equally important is the recognition that private institutions have a role which cannot be supplanted. Clearly, private and public institutions must not only continue to exist side by side, but both will have to expand during the next decades if the tide of increasing enrollments is to be met.

The maintenance of a proper balance will call for careful planning and coördination. The concept that basic distinctions exist between private and public colleges must be replaced with a recognition that both have common objectives and carry joint responsibilities. They are in all important respects part of a single system of higher education in several of our states, and only within this frame of reference can it be hoped that educational expenditures will be planned to provide maximum educational opportunities for all.

At the same time, it is recognized that on both historical and legal grounds important areas of responsibility and initiative are and should be reserved for existing institutions, both public and private. It is obvious, however, that the greatest possible emphasis must be placed on planning and coördination in order that progress in accommodating future enrollments be orderly and economically.

The problem, then, is not one of just supporting private higher education, or of just creating new public institutions without regard to existing colleges under private auspices. The problem is one of strengthening both private and public education, and our primary objective in the last analysis must be to evolve the plans which will best meet the needs, those of our young people and those of our society.

Let us remember as we confer with one another and as we plan for the future that we are first of all educators, not public educators or private educators. We are educational leaders first and alumni or administrators of private or public institutions last.

Our one aim must be to supply the young man and young woman in our territory, all those capable of benefiting from higher education, with the very best possible education our combined striving can supply.

And now for a quick rundown on several important but smaller items:

1. The Middle States Association has been asked by the President's Committee on Education Beyond the High School to serve as a sponsoring agency for a regional conference. Several of you will be invited to this conference to be held early next year. It is my fervent hope that you will find the time in what I know are busy schedules to accept the invitation and to participate in an important meeting whose purpose is to plan in our territory for the future of higher education and to contribute our thinking and recommendations to a report for action at the national level. Just this morning the Executive Committee of the Association accepted the invitation to co-sponsor this meeting.

2. At a recent meeting of the National Commission on Accrediting, its Executive Committee gave long and serious consideration to the important question of the relationship between the regional accrediting associations and the National Commission. A special subcommittee of the National Commission has been appointed and invitations have been sent to each regional association to send a representative to join this subcommittee for the purpose of developing closer working relationships. I shall make a later report to you of the outcomes of this meeting in January.

3. The building which houses the offices of the Commission at 270 Park Avenue in New York City is being demolished after the first of the year. We have sought refuge in other quarters. After December 7 the Commission's offices where F. Taylor Jones prevails will be located at 15 Park Row in New York City, lower Manhattan. Transportation is convenient.

4. You all know from your programs that after this business meeting there will be a general session devoted to NCATE and teacher education.

We will not have our usual separate meetings for higher and secondary education. If there is time, however, after the 11:30 general session is concluded, meaning if we have twenty to thirty minutes, we are prepared to review with anyone who wishes to listen to an important document which we propose to publish after consideration of it by the Commission tomorrow. This document concerns the functions and responsibilities of boards of trustees.

5. May I call your specific attention to the 4:30 P.M. meeting scheduled today and announced in your program. The meeting will be held in the Viking Room for about one to one and a half hours. The subject will be the functions and responsibilities of an evaluator.

And now may I close this report, as I always want to do, by thanking you for your confidence and coöperation this past year. There is nothing which serves as a greater source of motivation for your own creature, your Commission, than the knowledge of this trust and responsive relationship. May I assure you that our continuing concern is to merit the privilege and obligation you have assigned us, of evaluating your affairs and judging, as we must do, our own peers.

Finally, I wish again to give testimony before others of my deep appreciation for the personal support and incomparable devotion to our task of each member of the Commission, and particularly of the Secretary, Father McGinley, the Vice Chairman, Mr. Gladfelter, and our capable Executive Secretary, Mr. Jones. There are no substitutes for courage and loyalty.

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## REPORT OF THE COMMISSION ON SECONDARY SCHOOLS

R. D. MATTHEWS, University of Pennsylvania, *Chairman*

In the report given at the 1955 annual meeting, attention was called to the findings of Carl A. Newman in research dealing with the evaluation of secondary schools in Allegheny County but not including schools in Pittsburgh.

Another research report dealing with the evaluation of twelve Pittsburgh schools by J. Edward Ricart, Jr., has just been received. Of the 746 recommendations for the improvement of these schools made by visiting committees, 24.8 per cent were carried out while 46 per cent were in the process of being carried out. The schools postponed action on 21 per cent, while only 8.2 per cent of the recommendations were rejected. The rejections were made because it was judged that the recommendations were

contrary to the philosophy and objectives of the school or were not considered feasible.

Some more general conclusions of the researcher were:

1. The evaluations have been an effective force in stimulating the schools to a program of continuous self-improvement.
2. The schools expressed confidence in the evaluation procedure.
3. Those directly responsible for the administration of the schools approved the recommendations intended for the improvement of the schools.
4. Improvements in teaching methods and procedures were evident.
5. Many imperative alterations, expansions and remodelings of rooms or parts of the school plant have been accomplished.
6. The schools have become conscious of the need for adaptation, addition, extension and improvement of the program of studies.
7. Organization and administration recommendations emphasized several important city-wide developments.
8. Confidence was expressed in the quality and professional preparation of the staff members of the schools evaluated.
9. Guidance service recommendations have implemented the development of a more adequate program.
10. Recommendations were postponed primarily because of insufficient funds, personnel needs and lack of facilities.

For several years the cost of carrying out the work of the Commission on Secondary Schools had equaled or been slightly less than the total of the allotted share of the dues from secondary schools and the evaluation fees. Rising costs, however, are making it difficult to balance our budget.

The Commission at its last meeting suggested that the heads of the secondary schools be asked to approve an increase in their dues from \$15 to \$20.

May I interrupt the formal report to make a motion? I should like to move approval of the following resolution:

In accordance with Executive Committee action of March, 1956, and reaffirmed at the meeting this morning, it is recommended that the Middle States Association approve the increase in annual dues for member secondary schools from \$15 to \$20, effective September 1, 1957.

PRESIDENT DUNN: Is there a second to the motion?

(Motion duly seconded, put and carried.)

DR. MATTHEWS: It was also voted to increase the cost of certificates from \$2 to \$3. Not many schools request these certificates, but the change in fees will permit us to operate in the black in carrying out this service.

The development of consolidated, central or regional high schools in the area of the Middle States is proceeding rapidly. In order to avoid hardships to schools and graduates, a policy has been developed which places a new school on the list of accredited schools if a constituent part was on the list of accredited schools just prior to the consolidation. The new organization is expected to carry out a complete evaluation with a visit from a committee within a reasonable time and two years is the period suggested. This period may be extended if new construction justifies a postponement. This policy seems to be well received in the field.

Another policy which has been extremely useful in past relations with schools requires that our communication be with the principal or head of the school rather than with an administrator having broader responsibilities. We prefer that the name of the principal or head of the school be included on the official list.

A request in the last Annual Report form for the name to be included on the list which was designed to give more accurate information may have introduced some confusion. Names of supervising principals and superintendents were given where we think there has been no change in administrative personnel. We are hoping to clarify this situation in our next report form.

You may have noticed that the separate session for school delegates which for the past several years has followed the business meeting has been omitted from the program. This change was suggested at the meeting of the Executive Committee because it was felt that delegates from schools will be interested in the discussion of the Draft Resolution to be presented by the Commission on Institutions of Higher Education and, since any action is an Association action, they should have the opportunity to register their approval or disapproval.

A trip through the south and southwest under the auspices of the Coöperative Study of Secondary School Standards provided me with much evidence of the widespread interest in and support for the materials and procedures we use in the evaluation of schools. There is every reason to believe that the 1960 Edition of the Evaluative Criteria is eagerly awaited and will be extensively used. Committees from many national associations are giving serious attention to improving appropriate sections of the Evaluative Criteria.

Although there has been no extensive promotion of the work of our Commission, we are happy to note the steady and continuing interest of new



schools in seeking membership on the list of accredited schools. Our new offices, although somewhat difficult for visitors to find, are arranged for more efficient operation of our program.

Dr. Kraybill will give the actions taken by the Commission at its meeting on the 12th and 13th day of this month.

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## REPORT OF THE EXECUTIVE SECRETARY

IRA R. KRAYBILL

Last year the Commission evaluated 89 schools—26 of them not formerly on the list, and 63 already on the list. At the time of the meeting last year that made a total of 89. At the time of the meeting last year we expected to have 80.

This year we already have made arrangements for 34 schools not on the list and for 62 schools that are now on the list, a total of 96. This will probably go to 100 or more.

There are now 868 schools on the list of accredited schools.

The following schools have been admitted to the list by action of the Commission at its meeting on November 12 and 13:

Country Day School of the Sacred Heart, Washington, D. C.  
Harriet Tubman High School, Clarksville, Maryland  
Howard County Senior High School, Ellicott City, Maryland  
Stephen Decatur Junior-Senior High School, Berlin, Maryland  
Washington High School, Princess Anne, Maryland  
Holy Trinity High School, Westfield, New Jersey  
Immaculate Conception High School, Montclair, New Jersey  
North Hunterdon Regional High School, Annandale, New Jersey  
Haverling Central School, Bath, New York  
Miss Hewitt's Classes, New York, New York  
Cameron County High School, Emporium, Pennsylvania  
Chestnut Hill Academy, Philadelphia, Pennsylvania  
Cumberland Valley High School, Mechanicsburg, Pennsylvania  
Eddystone High School, Eddystone, Pennsylvania  
Exeter Township High School, Reading, Pennsylvania  
J. W. Cooper High School, Shenandoah, Pennsylvania  
Millersburg Junior-Senior High School, Millersburg, Pennsylvania  
Monongahela Senior High School, Monongahela, Pennsylvania

North Huntingdon Junior-Senior High School, Irwin, Pennsylvania

Penn High School, Greenville, Pennsylvania

Plymouth-Whitemarsh Jr. Junior-Senior High School, Plymouth Meeting, Pennsylvania

Scranton Preparatory School, Scranton, Pennsylvania

Upper Dublin High School, Fort Washington, Pennsylvania

Vandergrift High School, Vandergrift, Pennsylvania

York Central High School, York, Pennsylvania

For the Commission I wish to express our appreciation for the more than 1,300 people who unselfishly helped to make our program a success.

### NOVEMBER 1956

STATE	New schools considered	New schools accredited	New schools not accredited	Old schools evaluated	Old schools considered	Old schools accredited	Old schools dropped	Total considered	Total accredited	Old schools not considered	January 1957
Delaware . . .	0	0	0	3	4	7	0	7	7	22	29
District of Columbia .	0	0	0	2	4	6	0	6	6	24	30
Maryland . . .	7	5	2	2	23	25	0	32	30	63	93
New Jersey .	6	3	3	20	36	56	0	62	59	145	204
New York . .	4	2	2	9	35	43	1	46	45	98	143
Panama . . . .	0	0	0	0	0	0	0	0	0	2	2
Pennsylvania	18	15	3	27	77	104	1	122	199	167	366
Europe . . . . .	0	0	0	0	0	0	0	0	0	1	1
TOTALS	35	25	10	63	179	241	2	275	346	522	868

NOTE: Because of consolidations and a discontinuance, three Pennsylvania schools were removed from the List.



## REPORT OF THE NOMINATING COMMITTEE

The report of the Nominating Committee was presented by Dean Karl G. Miller of the University of Pennsylvania. The other members of the Committee were Charles E. Bish, William McKinley Senior High School; Sarah Gibson Blanding, Vassar College; Ablett H. Flury, Assistant Commissioner of Education, Trenton, N. J.; and the Most Reverend Bryan J. McEntegart, Catholic University of America.

FOR PRESIDENT: DR. E. KENNETH SMILEY, *Vice President*, Lehigh University, Bethlehem, Pennsylvania.

FOR VICE PRESIDENT: MISS ANNE WELLINGTON, *Headmistress*, Emma Willard School, Troy, New York.

FOR SECRETARY: GENE D. GISBURNE, *Vice President*, University of Pennsylvania.

FOR TREASURER: HENRY SCATTERGOOD, *Principal*, Germantown Friends School, Philadelphia, Pa.

### FOR THE EXECUTIVE COMMITTEE:

HURST R. ANDERSON, *President*, American University, Washington, D. C.

EARLE T. HAWKINS, *President*, State Teachers College, Towson, Maryland.

REVEREND PHILIP HOOVER, O.S.B., *Headmaster*, St. Benedict's Preparatory School, Newark, N. J.

WARD I. MILLER, *Superintendent of Schools*, Wilmington, Delaware.

MISS ELIZABETH PARMELEE, *Headmistress*, Calhoun School, New York City.

BLAKE TEWKSBURY, *President*, Keystone Junior College, La Plume, Pennsylvania.

### FOR THE COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION, terms to expire in 1959:

JOHN CRANFORD ADAMS, *President*, Hofstra College, Hempstead, New York.

STANTON C. CRAWFORD, *Secretary of the University and Dean of the Faculties*, University of Pittsburgh, Pittsburgh, Pa.

CARTER DAVIDSON, *President*, Union University, Schenectady, New York.

OTTO F. KRAUSHAAR, *President*, Goucher College, Towson, Maryland.

MOTHER ELEANOR M. O'BYRNE, *President*, Manhattanville College of the Sacred Heart, Purchase, New York.

FOR THE COMMISSION ON SECONDARY SCHOOLS, terms to expire in 1959:

REV. PASCAL F. FOLEY, O.F.M., *Rector*, St. Joseph's Seraphic Seminary, Callicoon, New York.

WILLIAM O. PENROSE, *Dean*, School of Education, University of Delaware, Newark, Delaware.

LESLIE SEVERINGHAUS, *Headmaster*, Haverford School, Haverford, Pennsylvania.

There being no further nominations from the floor, the Secretary was instructed to cast a ballot for the nominees.

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#### DISCUSSION OF ASSOCIATION POLICY STATEMENT ON NCATE AND TEACHER EDUCATION

DR. NYQUIST: Mr. President, ladies and gentlemen: Before I present to you a statement of policy proposed by your Commission on Institutions of Higher Education for consideration and adoption at this convention, I feel under obligation to review with you events of the past year which bring us to this point. Furthermore, I should like to offer some qualitative considerations which I believe place this matter of accreditation of teacher education in its proper context.

I can sum up all events until October, 1955, by saying these things:

The National Commission on Accrediting (hereinafter referred to as the National Commission) is an agency which has as one of its objectives the control and review of accrediting, whether it is regionally or professionally inspired.

The American Association of Colleges for Teacher Education (AACTE) abandoned a few years ago its activity of accrediting program in teacher education. When AACTE relinquished this responsibility, it was projected that the National Council for Accreditation of Teacher Education (NCATE) would assume that function.

NCATE has been having difficulties in becoming recognized by the National Commission and by regional accrediting agencies, including this one. These difficulties have arisen because serious questions have challenged the financing of NCATE, the nature of its policies and procedures in accrediting teacher education, and its structure and organization (meaning the representation on its Council).

Probably most important of all, another question was raised which can be illustrated in this query: Is NCATE necessary? In other words, is an

accrediting agency with a specialized interest in teacher education necessary or even desirable in view of the overlapping interests of and the potential for accomplishing the same goal by regional accrediting agencies?

In November 1954 the representative of our Middle States institutions voted to urge a moratorium on relationships with NCATE. The discussion preceding this resolution indicated general support for certain principles the National Commission had declared should be exemplified in all accrediting agencies: That they should be directly controlled by the educational institutions affected by them, and that legal or quasi-legal licensing agencies should not participate in institutional accrediting, although they ought to be consulted on standards and procedures. The structure of NCATE violated both of these fundamental principles. There were other concerns expressed, but we can subordinate them in importance to these two for the moment.

The other five regional accrediting agencies took a similar position.

The National Commission, which had declared that specific accreditation of teacher education by a qualified agency was appropriate, tried to resolve the impasse between the regionals and NCATE. In October 1955 the NCA Executive Committee proposed a compromise, under which NCATE would reduce but not eliminate its representation from the Council of Chief State School Officers, the National Association of State Directors of Teacher Education and Certification, and the National School Boards Association, none of which are institutionally controlled; and would invite the Association of American Colleges to become a constituent member with two representatives.

The American Association of Colleges for Teacher Education, which is institutionally controlled, and the National Commission on Teacher Education and Professional Standards of the NEA, which is not, would have six representatives each. All told, eight out of a total of nineteen NCATE members would be named by institutionally controlled organizations (AAC and AACTE) although they would not directly represent institutions.

The representatives of our Middle States higher institutions expressed dissatisfaction with the proposed compromise at their November 1955 meeting, and voted to continue the moratorium pending further negotiations, including an amicable settlement of the problem between NCATE, the Association of American Colleges, and the National Commission on Accrediting.

Immediately following, your Commission debated this matter at our November 1955 Commission meeting. The Commission voted at that time to direct the officers of the Commission (a) to prepare a statement of the principles which must underlie cooperation with NCATE, including proper limitations on NCATE's field of interest, and NCATE's relation to state

certification, and (b) to circulate this statement among the members of the Commission for formal approval later on. Before your officers had a chance to confer, the Association of American Colleges met in January.

The National Commission's proposed compromise could become effective only if approved concurrently by the Association of American Colleges, separately by each of the five constituent organizations comprising NCATE, and by the membership of the National Commission on Accrediting itself. The Association of American Colleges, meeting January 10-12 in St. Louis, was the first to receive and debate it.

AAC decided on January 12, without a dissenting vote, to reject the invitation to join NCATE and to request the regional associations **instead** to assume responsibility for the professional accreditation of **teacher education**.

This action on the part of the Association of American Colleges left the matter of the structure (and approval) of NCATE back where it was, somewhere out in the left field, with no way, temporarily, to negotiate the distance to home plate.

Since last March the National Commission and NCATE have concluded another agreement, which I feel compelled to read in its entirety. This resolution was adopted as recently as October 10 of this year:

"In accordance with the authority and instructions granted to it by the National Commission on Accrediting at its annual meeting on March 3, 1956, the Executive Committee hereby recognizes the National Council for Accreditation of Teacher Education as the national accrediting agency for teacher education and adds it to the approved list of recognized accrediting agencies.

"This action is taken on the basis of the following understandings:

(1) That NCATE and each of its five constituent members has approved a change of structure of that agency whereby a majority of the representatives of the Council will be from colleges or universities preparing teachers;

(2) That, in the immediate future, the nineteen representatives on the Council of NCATE shall be selected by the following organizations:

7—American Association of Colleges for Teacher Education

1—Council of Chief State School Officers

1—National Association of State Directors of Teacher Education and Certification

6—National Commission on Teacher Education and Professional Standards (NEA)

1—National School Boards Association

3—Method described in (4) below and created by the National Commission on Accrediting

(3) That the representatives of the American Association of Colleges for Teacher Education shall continue to be selected in such a manner as to provide broad representation of the institutions preparing teachers.

(4) That in accordance with the request of NCATE the National Commission on Accrediting shall form a committee and ask the Chairmen of the commissions on colleges and universities of each of the six regional associations to serve as individuals on this ad hoc committee whose purpose shall be the selection of three representatives to serve terms of not more than three years on the Council of NCATE, which representatives together with the seven representatives of AACTE will comprise a majority on the Council and will represent all types of colleges and universities preparing teachers.

(5) That this new structure will be fully operative by June 1, 1957.

(6) That NCATE will take the proper steps toward establishing as early as possible a basis for close coöperation with each of the six regional associations in accordance with the practices of accrediting established in each regional association; and

(7) That the structure, basis of financial support and other factors will be reviewed jointly by NCATE and NCA by 1960."

The representation of institutions on this Council will give higher institutions a majority of one on a nineteen-man council. There are some who feel that while statistically colleges and universities represent the majority, the membership thus chosen will not necessarily guarantee representativeness or the broad interests in preparation of teachers of all higher education.

I am reminded, facetiously, in this attitude of the analogy between statistics and modern day swimming suits: What they reveal is interesting; what they conceal is vital. Seriously, I suggest that we accept the spirit in which this proposal is made and honor the integrity of those who made it.

I need to say that the National Commission has already invited your reporter to accept membership on the ad hoc committee indicated.

At this point I cannot resist the temptation to tease the NCA and to author a facetious historical footnote. The National Commission on Accrediting, established as a result of a long-term study of accrediting agencies and in response to a growing demand for fewer of them, has now come full circle. The first utterance of the National Commission's first President in 1950 was this clear clarion call to arms: "We shall abolish all accrediting agencies." This initial youthful and war-like attitude, as in life, has been sublimated as the National Commission has matured and as it has acquired reproductive functions. The NCATE is its first fruit.

Having said these things on my own personal responsibility, I shall ask Mr. Selden, the Executive Secretary of the National Commission, who is present here today, to take these remarks in good grace and in the spirit offered, namely, simply to inject some humor into what can otherwise be a grim business.

Before we go over the policy statement which your Commission suggests, may I with your continued indulgence formulate for you some thoughts which seem to me to be vital to a clear understanding of what we propose.

The education and training of teachers, taken in its fullest sense, meaning supply and demand and without regard to the level of a teacher's usefulness and employment, is in the view of many the most important educational problem we have with us. The importance of money and facilities in accommodating students at all levels now or in the future is diminished in comparison to the problem of getting enough teachers, keeping them in the teaching field and seeing to their effective preparation.

The present concern with teacher education, who is to be primarily responsible for evaluating it and accrediting it, is part of a large social context, indeed, and has a sociological significance, peculiarly American and entirely predictable.

The postwar years have seen an increasing stress and influence on education. We have the challenge of a growing population, an accelerated pace of discovery and of accumulation of new knowledge, the challenges of world community and of maintaining human liberty. These challenges are not without impact on education.

More recently it has been crystallized for many that teaching is an important profession and that, conversely and inexplicably, the teacher by and large at all levels is in short supply, is underpaid, and lacks status.

Your reporter is one of those who thoroughly believe that the teacher should be the object of such overriding consideration by all those whose responsibility it is to foster his interests and welfare that his prestige would achieve a parity with that of other occupational groups and impose itself on the public regard instead of suffering unfavorable comparison.



The current drive for the establishment and recognition of NCATE on the part of teacher educators is, in my view, attributable to several factors. Some are more important than others. One is the drive for professional and enhanced status. The principles of self-government and control over one's own education form part of the very fabric of every profession. Professional status and prestige are intimately associated with the educational accoutrements of accrediting. In many ways teachers are the "lonely crowd" seeking a place in the sun.

Secondly is the strong belief that accrediting of teacher education under these auspices assists in greater measure in developing competence in educating those who aspire to teaching careers. It would be foolhardy to deny to other accrediting agencies claims to broad virtues which we ascribe to our own work. On the other hand, it can be arguable whether responsibility for accrediting teacher education should be encompassed by a specialized group or better lodged in a regional activity.

Thirdly is the belief that achieving desirable reciprocity amongst the states in certifying and licensing teachers can be accelerated by the recognition of a specialized accrediting agency, national in scope.

Fourthly, there are the trends for centralization of functions in larger and larger organizations and for the increased dependency on specialized functioning of organizations, resulting in a multiplicity of them. This is an age of intensified specialism.

Next, some would say that the proposal to create NCATE accommodates the increased belief in accomplishment by legislation or administrative fiat. The establishment of NCATE, in this view, will result in the inevitable inclusion in legislation and state regulations of the requirement of NCATE accreditation of an institution from which a student has graduated before full certification is granted. This possibility has historical precedent in its favor.

Finally, there is a growing belief among many who educate and train teachers that there is a hard body of knowledge which in this day of mass production of teachers is needed by every teacher. Should not this body of knowledge, then, be recognized, fostered and transmitted by a formal agency of approval?

Now, in concluding this preface to a consideration of a proposed policy, I should like to take cognizance of two characteristics of teacher education which have not been without influence in shaping this policy and of some other facts as well.

Teacher education as an area of educational concern is distinguished by two characteristics peculiar to itself and not of other professional areas. The first of these is that the objectives of preparation of teachers are explicitly

or implicitly imbedded in the aims of most higher institutions. It can be said that teacher education runs transversely in American higher education, pervades the general purpose of higher learning and incorporates much of its program.

Sheer technical competence in teaching cannot be ascribed simply to one aspect, as against another, of what is characteristic of preparation for teaching in America. Neither is teacher education an exclusive concern of a relatively few of the great numbers of institutions in the United States.

In this characteristic teacher education differs markedly and fundamentally from other profession areas. It is comprehensive in its embrace and permeation of higher education. One can take quite easily a holistic point of view about it: The whole of teacher preparation programs forms something different from and more than the mere summation and description of its parts.

The second characteristic of teacher education which differentiates it from other professional areas is this. A fairly clear line of demarcation between teacher training and other existing professional areas can be established. Teacher preparation is essentially training for the very institutions which are evaluated as whole institutions by the regional accrediting agencies, whereas engineering, law, medicine and journalism, for instance, are predominantly concerned with the competence with which an individual practices in society, relatively small numbers of each of those professions returning to the teaching field.

The pervasive nature of teacher education in higher education and the placement of the products of teacher preparation programs are, then, two important characteristics which cannot be ignored in considering what our actions are to be.

Furthermore, it must be kept in mind that your Commission has not been irresponsible in evaluating teacher education before now when such programs existed in the institutions we have undertaken to evaluate and accredit. On the contrary, schools of education in universities, state teachers colleges and liberal arts colleges with programs in education leading to first professional degrees all have had thorough attention paid to their programs by competent teacher educators selected from our colleges and universities. These evaluators are overwhelmingly the same people used by AACTE in the past and by NCATE now. It would be a mistake to imagine that NCATE has a special source of personnel not available to this Commission. It is one and the same.

There are some who would say, however, that probably in some liberal arts colleges which have small programs for preparing teachers, particularly for secondary instruction positions, our Commission has not in the past laid



as heavy an emphasis on the evaluation of this work as it might have for these objectives. This must be remedied.

Professional teacher educators take a dim view, rightly or wrongly, of the professional education work conducted in liberal arts colleges. I feel myself, from what I have seen, that an education department in a liberal arts college is sometimes a lonely entity, frequently unloved and often poorly supported in terms of resources.

Well, "dem's da conditions dat prevail," as Jimmy Durante would say.

It is time to decide what pattern our affairs will take in evaluating and accrediting programs for the education of teachers. Your Commission worked long and hard in developing the policy statement which we are about to consider. Beginning last January your Commission came to grips with the problem. You will remember we solicited your reactions to three questions which we posed to you in a communication last February.

The replies we received were numerous, represented intelligent understanding of the issues and in many instances a consensus from faculties and not just an individual's opinion. May I be forgiven for being reminded of the difference between a psychotic and a neurotic in my evaluation of just a small group of those replies? A psychotic, you know, is a person who says that "two times two equals five." A neurotic, on the other hand, is a person who says that "two times two equals four, but I can't stand it."

Your Commission deeply appreciates the assistance you rendered. Last April, with your replies as background, it debated the whole matter on a full scale. The following statement was the outcome and is offered for your approval at this time.

This policy represents, as you will see, a middle-ground position. Were we to arrogate to ourselves as a regional accrediting agency exclusive interest in the accreditation of teacher education, we would undoubtedly be accused of proprietary arrogance. On the other hand, this policy deflects the pious and unfounded notion that there exists an agency of specialized interest which has a claim to sole stewardship of accrediting teacher education.

(At this time I am going to pause to ask that the policy statement be distributed.)

I think we can read through this policy statement together. I think this is a most important statement and a very important action that we shall take here today, whatever it is.

The Commission views favorably and sympathetically the efforts of individuals and organizations in the field of education to establish and enhance the professional character of teaching and other forms of

educational service and the professional status of those engaged in these fields. While applauding such efforts, it believes strongly that this emphasis should not limit the preparation of teachers to any predetermined type of institution or particular program. Rather, opportunity for flexibility and experimentation in the programs of teacher education should be encouraged and extended, and every effort made to upgrade the quality of all programs for the preparation of teachers at all levels.

The Commission believes that all sound objectives, benefits and safeguards for teacher education can be secured through a program of regional accreditation, with the assistance of a strong professional organization devoted to teacher education. However, the desirability of promoting reciprocity of certification among states, especially to serve the needs of a highly mobile professional population, has emphasized the trend toward some form of national accrediting agency in the field of teacher education.

Therefore, the Commission recommends approval of the following basic principles to guide the Association and its members in dealing with this issue:

1. The action of the National Commission on Accrediting in approving in principle the recognition of a national accrediting agency for teacher education should be accepted.

2. The determination of the appropriateness of the structure of this agency is the responsibility of the National Commission on Accrediting. The action of this body requiring (a) that the agency provide for the majority of its members to represent institutions of higher education, and (b) that the agency work closely with the duly constituted authorities of the several regional accrediting associations not only should be strongly endorsed, but must be regarded as fundamental. An effective way of securing both objectives would be to provide for appropriate representation of the regional accrediting associations in the structure of the national accrediting agency for teacher education.

3. The Commission on Institutions of Higher Education should continue its policy of accrediting Middle States institutions as a whole without separate listing for any program or division as such. When weakness is evident in programs for the preparation of teachers, as in any other area, the Commission should continue to indicate remedial steps and require reports of progress.

4. Inasmuch as the State Departments of Education in the Middle States territory participate with the Commission in the evaluation of

institutions of higher education located in their respective states, it is appropriate that those departments continue to accept Middle States accreditation as a basis for the approval of institutional programs for the preparation of teachers and as a basis for certification.

5. If and when the National Commission on Accrediting adds to its approved list of accrediting agencies a national accrediting agency for teacher education, the Middle States Commission should work toward a coöperative agreement with that agency to provide for the agency's participation in Middle States evaluations of teachers colleges and other colleges in regard to programs for the preparation of teachers whenever an institution so requests.

The professional portion of such programs is the area in which such an agency should concern itself. For evaluation and approval of the liberal arts and special subject fields, the agency of specialized interest should accept the recommendation of the Middle States Association. In turn, the Middle States Association in its appraisal of programs in the liberal arts and special subject fields pursued by prospective teachers should give careful consideration to the needs of prospective teachers. In this coöperative way the accrediting agency of specialized interest can satisfy its legitimate concern with the appropriateness of the institution's teacher education curriculum as a whole, including both academic and professional sequences.

A coöperative agreement between the Middle States Association and the approved national accrediting agency for teacher education would involve (a) an exchange of confidential information under appropriate safeguards, (b) attempts to devise a common questionnaire, and (c) nomination of suitable persons, upon request, for membership on joint evaluation teams.

6. The Commission on Institutions of Higher Education should establish a standing committee on teacher education to consider broad questions affecting programs for the preparation of teachers, with particular responsibility for safeguarding and harmonizing the interests of different types of member institutions offering programs in this field which pervades the general purpose of higher education and incorporates much of its program; for safeguarding and enhancing its professional status; and for improving and upgrading these programs.

Mr. Chairman, I have several resolutions to introduce. I should like to read them through first, since they are related. I shall then leave it to you as presiding officer and parliamentarian to suggest whether they should be

acted on separately or together. At any rate, I move the following resolutions:

RESOLVED,

1. That the self-imposed moratorium declared by this Association on November 25, 1955, urging member institutions and the Commission on Institutions of Higher Education to delay establishment of formal relationships with NCATE, be terminated.

2. That the policy statement entitled "The Accreditation of Programs in Teacher Education" be approved and the Commission on Institutions of Higher Education instructed to consummate and/or adhere to, as the case may be, the six basic principles and policies contained therein.

3. That the Commission on Institutions of Higher Education be directed to participate henceforth, as suggested by the National Commission on Accrediting, in the selection of institutional representatives to serve on the Council of NCATE.

PRESIDENT DUNN: You have heard the three motions. Do I hear any objection to voting on them all at one time?

FATHER RYAN (Seton Hill College, Greensburg, Pa.): Mr. Chairman, I propose that the resolutions be taken singly one after another so that appropriate debate on them may take place.

PRESIDENT DUNN: I have no objection to taking them one at a time. We will consider number 1 first. Is there a second to that?

(Motion duly seconded.)

FATHER ROONEY (Jesuit Education Association): Actually I wish to say something about the second resolution, but before I do I would like to ask Dr. Nyquist if he would clear up a point for me so that I may know what I am voting for or against.

Suppose we do vote for or against any one or all of these resolutions. What difference does it make? In other words, I would like to know, Dr. Nyquist, are we faced with a *fait accompli*? By the fact that I suppose the majority of the institutions represented here do belong to the National Commission on Accrediting, are we so committed that any action we take here doesn't make a difference anyway?

DR. NYQUIST: That is not easy to answer. It is *fait accompli* to this extent, that if other regional accrediting agencies—or, let us say this first: The National Commission has recognized NCATE. It has one thing left to do, as I understand it, before the whole thing goes through and that is establish NCATE under a new structure—that is, have the Chairmen of

the higher commissions as individuals, not as direct representatives of the accrediting agencies, assist in the selection of other higher institutions represented.

I hope you are asking for my personal viewpoint now, not as Chairman of the Commission. I think it would be—I don't want to use the word "tragic" but searching for words I'll use that one—I think it would be tragic not to approach this whole matter positively and coöperatively and join hands. Should you vote against the resolutions introduced, or should it carry the other way, it means that we will go about our business but that there will exist an agency of specialized interest which you will prevent us from coöperating with in the interest of teacher education.

FATHER RYAN: I must confess to a certain embarrassment in rising to this question again, and I do not do so to oppose the resolution which has been offered. I have thought all along that we needed to study and to consider with the utmost care the new problems that were brought before us by the creation of NCATE, and I am happy to say that I think that study has gone forward under the best auspices and with results which are at least hopeful to all of us.

I should, however, like to address two or three inquiries to the Commission because there seem to be, at least by my reading of this document, some problems which it leaves unanswered. These problems are as follows:

First of all, with regard to basic principle number one: as presented, this principle is unconditional. It amounts, as does the first resolution proposed by Dr. Nyquist, to an acceptance without condition of the NCATE as the national accrediting agency for teacher education.

My question is: To what extent would our Commission consider the remaining principles as qualifying or conditioning the acceptance of NCATE?

DR. NYQUIST: Let's take these one at a time. All of this hangs together. You have a complete policy statement here. In other words, this says that we accept NCATE, but here are a lot of other considerations. You have six principles here and they all hang together, and your Commission will be instructed to follow these principles.

We have several details, for instances, which we didn't want to put down in a policy statement, details that raise questions which we hope to work out with NCATE if and when you approve it.

Number 1 is not by itself. It must be taken in conjunction with all the other statements.

FATHER RYAN: Mr. Chairman, may I then say that the likelihood is that the following questions need not be answered separately because im-

plicitly at least they are already answered, but I should like at least for the benefit of my own thinking to pose them briefly.

The first is this: Does the Middle States Commission on Institutions of Higher Education imply that all its member institutions which prepare teachers should or perhaps must join the AACTE? If I remember the terms of the previous policy statement, the statement of purposes, policies and procedures of NCATE, the implication was fairly clear that institutions preparing teachers either should join AACTE or find themselves in a disadvantageous position.

This further, it seems to me, would imply the possibility of an accreditation by NCATE independently in order that the institution applying in AACTE might be admitted. I think perhaps this is a question which has not yet been asked.

Another one is this. The principle stated in item (2) is that "an effective way of securing both objectives"—namely, that the agency provide for the majority of its members to represent institutions of higher education, and that the agency work closely with the duly constituted authorities of the several regional accrediting associations—"would be to provide for appropriate representation of the regional accrediting associations in the structure of the national accrediting agency for teacher education."

Has our Commission taken any steps in that direction, or does it propose to take any steps; and does it make that a condition of accepting of NCATE?

DR. NYQUIST: I don't know how many more you have, but let me take these two before I forget what I am going to say in response to the first one.

Your Commission, or your Association, has never (and it has no business to) directed or instructed its membership as to what association it should join. You asked about AACTE. That is for your own individual consideration. I suggest that you can do what you want with that. It is as simple as that. If I am mistaken on that, I wish some member of our present Commission would instruct me to the contrary. The Commission or the Association can take no position on your possible membership in AACTE.

Secondly, you asked about one of the principles, as to the effective way of achieving these objectives which we stated—by having representation of the regional associations. I can say that your Commission is amenable to the way suggested by the National Commission in getting this other representation, that is, by inviting, as I read to you, the Chairmen of the respective college Commissions of Higher Education in each of the regional



associations to participate as individuals, submitting nominations and selecting three out of the nominations which would come in.

I can see certain ground rules that you would have to establish there: that they would not represent the regional accrediting agencies—which I think is desirable, despite any implication you might have seen in the policy statement; that they would come from at least three of the regions involved out of the six, and after the terms were up, I should think it would be desirable to see that the representatives came from other regions. I think I speak for the Commission in stating that we are amenable to the consummation of the principle enunciated in this policy statement.

PRESIDENT DUNN: Are you ready for the question on number 1.

(Motion duly put and carried.)

PRESIDENT DUNN: Now the question is upon number 2. "That the policy statement entitled 'The Accreditation of Programs in Teacher Education' be approved and the Commission on Institutions of Higher Education instructed to consummate and/or adhere to, as the case may be, the six basic principles and policies contained therein."

(Motion duly seconded.)

FATHER ROONEY: It was on this part of the resolution that I wished to speak. Does the adopting of these six paragraphs of the resolution imply that we fully approve the new setup that has been adopted by the National Commission on Accrediting? If it does, then I am not too sure that I am in favor of the resolutions as they stand, for this reason.

I am still skeptical about the agreement that has been reached between NCATE and the National Commission on Accrediting. It is true, as the National Commission has pointed out, that the new structure that is advocated by the National Commission does give a bare majority of representation to institutions that are interested in teacher training, but may I point out that it is a bare majority, so much so that if one of the representatives of the institutions were to be absent from a meeting then the institutions would not have a majority of the control of the NCATE; that is to say, with regard to any proposals that might be made concerning teacher accreditation.

I still question the propriety on the Commission, since our objection to it in the beginning was that it does not sufficiently represent institutions that are interested in teacher education. I suggest that the membership of six from the NEA Commission on Teacher and Professional Standards (I have forgotten the exact name of the thing) is rather a disproportionate number from a group that does not represent institutions that are interested in teacher education.



It is true, I say, that there is a bare majority on the NCATE now in favor of institutions, but it is only a bare majority and I question the propriety of one group that does not represent the institutions having six votes out of nineteen. In other words, that group which does not represent the institutions has practically a third of the votes, and if our resolutions here mean that we approve completely and permanently of that setup then I am opposed to the resolution.

DR. NYQUIST: In the remarks that I made to you I raised the same question, but I feel strongly, and I hope you follow me in my own feelings, that we should honor the integrity of those who have made this proposal and that we should not express skepticism about other segments in the community of higher education and those interested in teacher education.

Secondly, all of this will be reviewed in 1960, as was stated to you, and I would suggest that we go forward with it. If there are questions which come up we will always have a chance to review with the entire matter within about three years.

That is all I can say, but I strongly feel that way. I feel that the proposals which are made here for the structure of NCATE represent good faith, an attempt to meet objections lodged earlier; and let us experiment with them, if you please, since they will be reviewed.

MR. MATTHEWS: I haven't kept in touch with this Commission of the NEA, but it was my understanding that many of the individuals or some of the individuals in that Commission are just like the people that would be selected by representatives of regional associations. In other words, they are individuals concerned with the preparation of teachers in higher institutions, who happen to be selected by someone (whoever does the selecting) to concern themselves with this question of standards for teacher preparation.

Perhaps we could know what the institutional attachments of those six representatives might be.

DR. NYQUIST: I thought there were going to be questions coming up here, so I prepared myself in advance, but you are going to have to pause just a moment until I find the right folder to extract the right answer from for that one.

You are talking about the six in NCATE?

MR. MATTHEWS: No, the six from the National Commission on Teacher Standards.

DR. NYQUIST: Here they are: Dale Morehead, high school teacher in Tipton, Indiana, 1958; Clyde B. Moore, President of the Board of Education, Ithaca, New York; B. L. Smith, Superintendent of Schools, Oak Park,

Illinois; Formen Phillips, Executive Secretary, Oklahoma Education Association; Felley Wardner, High School Teacher, Garden City, New York; two other representatives to be selected. In other words, those terms have expired and there are two vacancies to be filled, all of this to be effective by 1957.

DR. MEDER (Rutgers University): As a member of the Commission, on this question of the majority I would like to remark that the bare majority does recognize the principle that a majority should come from institutions. Having said a majority, it seems to me that it is now a little impertinent of us to turn around and say that we want more than a bare majority.

The second and more significant comment I have to make on this is that if, in fact, NCATE so functions that there is on every question a divided vote, where the institutional representatives vote one way and the representatives of the NEA and the state school boards and all the rest vote the other way, this organization will fail, without question. No such organization could possibly function if its actions were consistently by divided vote.

Therefore, they either have to see all more or less alike, or else the thing is doomed to failure before it starts. Since it is to be reviewed in 1960, it seems to me having secured recognition of the principle we were seeking, we ought to give them three or four years to see whether they do see eye to eye or split into splinter groups like the government of France, and have the same difficulty.

While I am on my feet, may I say something with respect to the first question Father Rooney raised, as to the effect of institutional membership in NCA and its action in approving NCATE. I do not suppose that this comes with the same force to a single purpose institution as to a little larger college that happens to have a program for the preparation of secondary school teachers, but I am perfectly confident that the administration of a large and complex institution with a school of education will not be able to hold the dike against NCATE any longer now that the National Commission on Accreditation has approved it.

The only excuse that a central administration has to say to its school of education that it cannot proceed with NCATE accreditation is that the National Commission has not approved the organization. Now the National Commission has approved the organization, and in the case of institutions such as the one I represent there is no justification for the administration saying to the school of education, "You cannot proceed."

The question, then, in institutions such as ours is: Are we going to proceed cooperatively with Middle States or are we going to proceed independently? To my mind, all the weight of support should be given to proceeding cooperatively and not independently.

FATHER RYAN: At this time I rise to speak in favor of the resolution, for three reasons. The first is as an expression of confidence in the work of our own Commission on this problem. The second is as an expression of confidence in the purposes and integrity of the people in the National Council for Accreditation of Teacher Education, and in our hope and trust that we can work with them cooperatively and fruitfully for the good of the teacher training programs in our several institutions. And my third reason for favoring the resolutions is expressed in principle number 6 of the document itself.

I think at long last we may find ourselves in the possibility of furthering, safeguarding, and propagandizing the interests of different types of member institutions offering programs in this field. I think that sort of cooperation, exchange of ideas, and mutual assistance has been lacking hitherto, and I hope that the action of the Middle States Association today, if it accepts this resolution, may lead to a much greater degree of cooperation.

PRESIDENT DUNN: The question has been called for on number 2 of the resolutions.

(Motion duly put and carried.)

PRESIDENT DUNN: Now the question is upon the third resolution: "That the Commission on Institutions of Higher Education be directed to participate henceforth, as suggested by the National Commission on Accrediting, in the selection of institutional representatives to serve on the Council of NCATE."

Is there a second?

(Motion duly seconded.)

FATHER DEFERRARI (Catholic University of America): May we have from Dr. Nyquist a statement? This question came up, whether the position of the regional associations historically and actually in teacher education would not have merited a reversal of the roles that were mentioned before—six members from the NEA and only three from the regional associations.

It seems to me with six regional associations the six members would have been quite a logical solution. What prevented that solution?

DR. NYQUIST: You are asking me for insights I do not have, but may I point out this to you. Again, it is a matter of faith and confidence. The six in AACTE are also members of the regional accrediting agencies, are they not? So this gives nine representatives from our regional accrediting agencies. Let us not forget that.

They sought some way of giving us a majority vote as institutions, and the suggestion carries out the objection we raised earlier. These nine insti-

tutions are regionally accredited and I would not for the moment want to say that just because they are nominations of the American Association of Colleges for Teacher Education that therefore they do not represent our own regions. I cannot answer your question of why it did not come out, but I should like to give you this additional insight. You are talking about nine regional accrediting institutions, our neighboring institutions.

PRESIDENT DUNN: The question now is on resolution number 3.

(Motion duly put and carried.)

DR. NYQUIST: Mr. Chairman, may I be permitted a few remaining words?

PRESIDENT DUNN: First, may I express my and your appreciation to the Commission on Institutions of Higher Education for the handling of this very, very difficult problem.

DR. NYQUIST: It has been a long morning, and so I suggest that there will be no remaining meeting to discuss functions and responsibilities of a Board of Governors, interesting as the subject is. Tomorrow morning your Commission will consider this document. It represents a refreshing analysis of functions and responsibilities of a Board of Governors. It is something which I can tell you we have found, as we have passed among colleges and universities, is needed and if it is adopted tomorrow, with changes, as I assume it will be if I know the members of our Commission who think for themselves, when we get the final document ready we will notify our member higher institutions of their availability.

PRESIDENT DUNN: That being the case, we are adjourned until two-thirty this afternoon.

## AFTERNOON SESSION

Friday, November 23, 1956

*The Structure and Nature of Higher and Secondary Education*

The session was called to order at 2:40 o'clock p.m. by Wendell E. Dunn, President of the Association.

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PRESIDENT DUNN: The program has been provided this afternoon principally by the suggestion of the Executive Committee. I am indebted to them for many, many things. This is one of them.

This organization to which we have the privilege of belonging is a rather remarkable organization in that it inquires into an awful lot of things, some of them that are very close to us because they represent the businesses in which we are engaged; and sometimes it inquires into the whole business and we are just as careful and as critical in examining philosophies as we are in evaluation.

This afternoon, then, the Executive Committee has chosen for your program "The Structure and Nature of Higher and Secondary Education," without at all attempting to dictate to the speakers or to cramp their style. We have given them whatever license they wish to use in the treatment of their subject.

I have first to introduce to you a young gentleman who has recently been advanced from the position he held when we asked him to speak. He has been since 1948 an officer of the College Entrance Examination Board, and in October of this year was appointed to the post of Associate Provost of Columbia University.

He was graduated from Columbia in 1937 with a B.A., and he also holds an M.A. from Columbia. He will be the principal associate for academic and related affairs to Dr. John A. Krout, Provost of Columbia University.

On leave from the College Board for several months during 1955-56, Dr. Fels was Executive Secretary of Ford Foundation's College Grants Program, which gave \$260 million to colleges and universities in the United States to increase faculty salaries.

He has a distinguished record throughout, but just one or two things I would like to mention about him. He was graduated from a New York High School, the Townsend Harris High School, and Bordentown Military Institute, and while enrolled in Columbia he was Secretary of the Board of Student Representatives and winner of the Brainerd Memorial Prize awarded annually to the senior adjudged by his classmates as "most worthy of distinction on ground of his qualities of mind and character." In 1937 the Essex

County Alumni Club gave him its "Columbia Lion for Leadership." And he mentioned to me parenthetically that he was substitute center on the basketball team. When you see him you will feel he merited the place.

Dr. Fels was teaching at the Cooper Union and doing graduate work in English at Columbia when the Army took him. He went into the Army as a Private in 1942 and was separated in 1946 as a Captain of Ordnance. He returned to Columbia University as a Counselor to Veteran Students and then as Assistant to the General Secretary, until he joined the College Board.

Dr. Fels is married and has two children. I have had the privilege of hearing him speak and, in the language of one of the men who heard him speak the same time I did, he is one very sharp individual.

*Developments and Devices in College Admissions Criteria*

WILLIAM C. FELS

I must say that I have never had my past dredged so thoroughly, or so embarrassingly. I think you have gotten a press release.

May I recall to you another meeting of this Association when college admissions was on the agenda. For thirty years, from the inauguration of President Eliot of Harvard in 1869 to the meeting on December 2, 1899 in Trenton, New Jersey of the Association of Colleges and Secondary Schools of the Middle States and Maryland (as it was then called), the admissions requirements of colleges had been the subject of weary complaint and apparently futile discussion.

Dr. Claude M. Fuess, in "The College Board, Its First Fifty Years," tells how the matter was brought to a head:

"Nicholas Murray Butler had decided in advance that the hour had arrived for the presentation of a formal resolution calling in specific terms for the establishment of a College Admissions Board. President Eliot, learning of Butler's intention and wishing to support him, left Cambridge and came all the way to Trenton by the night train, although he was not, of course, a member of the Middle States Association. Thus, the two leaders were there together—Eliot the older by some twenty-eight years, but equally eager to win the victory. Eliot was reserved and introverted; Butler was an expansive extrovert. Eliot was calm and deliberate; Butler was impulsive. Together they symbolized the best in American higher education.

"Three topics had been assigned for consideration at this meeting; the second was 'Uniform College Admissions Requirements, with a Joint Board of Examiners.' At the appropriate moment Dr. Butler rose, offered his resolutions, and spoke briefly in their favor. . . . Butler was

followed, according to arrangement, by Principal Christopher Gregory, of Long Branch, New Jersey, representing the public schools, who in measured language substantiated all that his predecessor had said. Then the fireworks began. President Patton, of Princeton, speaking for the Old Guard, rose and plausibly defended the current practice. Next, President Ethelbert D. Warfield, of Lafayette College, a young man, only slightly older than Butler, secured the floor and rather solemnly protested that such a Board would invade the rights of the colleges and restrict their privilege of selecting their own students.

"'Lafayette College does not intend,' he declared pompously, 'to be told by any Board whom to admit and whom not to admit. If we wish to admit the son of a benefactor, or of a Trustee, or of a member of the Faculty, and such action will benefit the institution, we are not going to be prevented from taking it.'

"As he listened, Eliot realized that unforeseen circumstances had delivered his opponent into his hands. It was precisely the situation which he relished most, and he improved it. Rising and standing as usual so stiff that he seemed to be bending slightly backwards, with his heels close together and his hands gripped tightly in front of him, he began slowly, without any display of emotion, to speak in general terms of the advantages of Butler's plan. Then with a faint smile on his austere countenance, he turned to look at Warfield and said:

"'The President of Lafayette College has misunderstood Mr. Butler's proposal. The College Entrance Examination Board, if constituted, is not to admit students to any college, but so to define the subjects of admission that they will be uniform, to conduct examinations in these subjects at uniform times throughout the world, and to issue to those who take the examinations certificates of performance—good, bad or indifferent. And, President Warfield, it will be perfectly practicable under this plan for Lafayette College to say, if it chooses, that it will admit only such students as cannot pass these examinations. No one proposes to deprive Lafayette College of that privilege.'

"As these telling words fell from Eliot's lips, the assemblage broke into unrestrained laughter and then into loud applause. . . . When the vote was taken, the Association declared itself unanimously for the establishment of the new Board."

Fifty-seven years later we are now somewhere in such a period of weary complaint and apparently futile discussion as preceded the 1899 meeting. The schools are criticized for the inadequacy of their preparation, particularly in Mathematics and the Natural Sciences, but also in English, for-



eign languages and the Social Sciences. (Your laughter indicates that you don't know that there are other subjects.)

Their counseling and guidance programs are said to be too little and too late. The colleges are accused of providing inadequate information about their admissions requirements and standards, of inflexible placement procedures leading to duplication in college of studies begun in school, and of ill-timed, clerically-complex and expensive entrance procedures.

Schools and colleges together are held responsible for an overly long and porous education which is not supplying and which shows no prospect of supplying the nation with adequate numbers of trained persons.

But this meeting is not to see a repetition of the 1899 meeting. I have not come to Atlantic City from Columbia with a pocketful of resolutions, nor has Mr. Pusey, to my knowledge, taken the night train from Cambridge. No single panacea will solve our present problems. Even if the President of Lafayette should obligingly deliver himself into my hands, I would have no single blow with which to crush him, though I might be able to do him in with buckshot.

The long period of discussion that precedes a major breakthrough is only apparently futile. Actually, it is necessary to the breakthrough. The resolution of the college-entrance dilemma in 1899 followed inevitably on the results of earlier conferences.

At Trinity College in 1879 broad agreement was reached regarding desirable requirements in English. Similar meetings in 1881 and 1882 accomplished a partial clarification in the classics and Mathematics. In 1888 and 1895 the task of defining a four-year English course was completed. In 1897 Harvard introduced a physical science entrance requirement which had far-reaching effects on secondary school instruction.

Finally, the famous Committee of Ten, appointed in 1892 by the National Education Association and charged with the investigation of the whole subject of the relations between schools and colleges, outlined what has been called "the first comprehensive program of secondary education" and did the spadework necessary before the College Entrance Examination Board could be formed.

Such spadework, or more appropriately bricklaying, is going on today. I will now turn to describing it and to suggesting what kind of a structure may result.

Scholarships are a special case of admissions, but recent developments in the scholarship field will serve well to illustrate the bricklaying process. Here three significant trends are discernible:

First, the shift, begun before World War II and since accelerated, from passive local and regional admissions to active national talent search. The

traveling admissions counselor, the participation of local alumni and alumnae clubs in student recruiting, and the National Merit and General Motors "scholaramas," as B. A. Thresher has called them, are all expressions of this trend.

Second, the tendency to replace relatively low stated tuitions applicable to most of the student body with high stated tuitions approaching the true cost of education, but applicable to only a part of the student body. Effective tuition charges for the balance of the student body are adjusted by feeding tuition income back into scholarships awarded to students in accordance with their ability to pay. High tuitions and rising percentages of scholarship students mark this tendency.

And third, the effort of the American people to extend to higher education the principle of equal opportunity without financial restriction, which applies to the elementary and secondary school system, while maintaining the traditional dual system of public and private colleges and universities. This effort is reflected in the initiation and broadening of state scholarship programs and in the discussion of federal scholarships.

The fulfillment of these trends requires a structure only one of whose bricks existed ten years ago, but which have since been put into place one by one. There was need for a non-profit agency under the policy control of colleges and schools to advise and assist corporate and government sponsors in the establishment of scholarship programs. This need was met by the establishment at Educational Testing Service of the Sponsored Scholarship Service.

The Service has rendered assistance to National Merit, General Motors, the California State Scholarship Program and to dozens of less spectacular and smaller but no less worthy enterprises.

There was also need for an inexpensive, widely-administered screening test. This was supplied by the introduction this year of the College Board's Scholarship Qualifying Test. The more secure and precise tests necessary for final selection of scholarship winners already existed in the College Board's regular program.

On the financial side there was a pressing need for an equitable method of determining students' ability to pay, and for a system of interchange of information among colleges before offers and after awards to insure an orderly and economical administration of scholarships and to avoid an increasingly chaotic and expensive dollar competition among institutions.

These needs were filled by the establishment within the College Board of the College Scholarship Service, to which more than 150 member and non-member colleges now belong. These colleges probably award about half of all the collegiate scholarship funds available.

Thus we now have on a national scale the machinery for selecting by ability and setting stipends, or, to put it the other way, tuition according to need. This machinery is available to institutions whether public or private and to sponsors whether corporate or governmental.

The use to which we put this structure or machinery in the coming years is, of course, a matter of conjecture. But it seems highly probable that stated tuitions will continue to rise until they reach, and perhaps exceed, the cost of education. Simultaneously, the percentage of students on scholarships adjusted to their needs will increase from the present 20 percent to 40 percent to the 80 percent to 100 percent we already find in England.

To put this another way, the trend is towards a 100 percent scholarship admissions policy in which every applicant not able to pay the high stated tuition will be required to apply for a scholarship and file a financial statement. In return, he will receive assurance that his expenses will be adjusted to his need.

Since this will mean higher tuition from high income bracket parents, it should go a long way toward solving the problem of financing higher education. And since the tuition for an individual student at a private institution may be no higher than at a public institution, it should help to maintain a balanced access to the national pool of talent for both these types of institutions.

In the scholarship area the bricklaying is completed. A new structure has arisen and it only remains to move all the way in. In the area of preparation and requirements, the old structure created before the 1899 meeting of this Association, and held together by many a heroic patch, is crumbling.

The Carnegie Unit is passing. The College Board has not published Definitions of Requirements since the war. The Fund for the Advancement of Education's three experiments—the Early Admissions Program, the School and College Study of General Education, and the School and College Study of Admission with Advanced Standing—have introduced a new flexibility into admissions.

The increasing reliance on aptitude testing has opened a path to college which skirts the thorny fields of subject-matter preparation. College admissions requirements have become increasingly vague. Secondary school programs have become increasingly various.

There are signs that a new structure is emerging, a stiffer structure than we have seen in recent years. There has been a marked change in the focus of attention from life adjustment for the average student to intellectual fulfillment for the able student.

This change in the focus of attention has been made possible by the near completion of the task of bringing all youth of high school age into

the high school and providing a suitable program for them. The course of study for the able student is being re-examined.

At the request of its examiners in Mathematics who were finding it impossible to continue to prepare tests predictive of college success based on the traditional school curriculum, The College Board has established a Commission on Mathematics. It is expected to emerge after consulting Mathematics teachers with a new course of study in its field.

Other requests, arising from the colleges, for commissions in the Social Studies and Physics have not yet been acted upon. There are movements to strengthen modern language instruction, particularly in the areas of speaking and listening comprehension. Tests of Developed Ability, more probative of preparation than the Scholastic Aptitude Test and covering the broad areas of the humanities, Social Sciences and Sciences are nearly ready for introduction.

Most important of all, the Advanced Placement Program is blowing a fresh breeze through the schools and into the colleges. Schools are undertaking college-level courses and colleges are granting advanced placement and credit. The program is already leading to the re-examination of the whole sequence of studies through school and college by teachers in both types of institutions. They are gaining a new respect for each other and a new understanding of each other's problems.

The history of the American secondary school until the turn of the century was one of taking over subject after subject from the college. If we were not bedeviled by the most serious problems of teacher supply and training, I would confidently predict that this trend would be resumed and that the Advanced Placement Program would result in the secondary school's taking on what is now the college freshman year. Certainly the best-staffed schools are beginning to do so.

What I think we can look forward to with reasonable assurance is a redefinition of the secondary school course of study for the able student attended by a clarification and stiffening of college entrance requirements. I do not believe these requirements will be narrow or restrictive, but they will call for evidence of progression in strength in English, another language, history, science and mathematics.

In scholarship administration we have built a structure. In subject matter preparation we can see one emerging. But in the administration of admissions we have only a few battered brickbats hurtling through a rapidly thickening crowd of counselors, students, parents and admissions officers.

The colleges' statements of terms of admission do not permit the counselors to predict admission with reasonable accuracy. The colleges are bombarded with multiple applications. They defend themselves with high

application fees which multiply the cost of applying to college. There is a multiplicity of application blanks which vary only slightly from each other, but enough to make many principals rebel and submit their own forms, which the colleges claim they can't read or interpret.

The candidates are not required to express a choice of college, so the admissions officers grope in the dark and go through agonies of computation to determine attrition, followed by harrowing hours while they wait to see whether they will have too few freshmen to fill their classes or too many to accommodate in their dormitories. All this with the promised "tidal wave of students" advancing across the troubled sea.

Strangely enough, this profound confusion needs only three instrumentalities for its resolution: a "Characteristics Handbook" giving clear individual college statements of admissions requirements buttressed by adequate descriptions of the characteristics of the freshmen classes, from which counselors can deduce these characteristics; a central transcript service using a uniform blank for the transmission of school information; and a clearing house for choices which would match the colleges' choice of students against the students' choice of colleges until all colleges have classes and all students have colleges.

All of these instrumentalities have been proposed and discussed. The "Characteristics Handbook" was suggested by Mary Chase, Executive Vice President and Director of Admissions at Wellesley College. It is merely an extension of the "Reports on the Freshman Class" sent each year by Wellesley and several other colleges to school counselors.

The central transcript service was described by George Hanford of the College Board staff at the Board's October 1956 meeting. It is based on the theory that people will not stop whittling their own square pegs until all pegs must go through one round hole. (Here the pegs refer to the forms, not the students.) This was the same theory that made it possible to agree on a uniform financial statement form in support of scholarship applications.

The clearing house was first proposed, I believe, by John Hallowell, Headmaster of Western Reserve Academy, also at a College Board meeting. John Stalnaker, now President of National Merit Scholarship Corporation, devised such a clearing house for the Hospital Internship Program of the Association of American Medical Colleges. It has been in successful operation for several years.

Since all of these plans are described in issues of the College Board Review, which can be obtained from the Board, I will not go into them further here. All these plans are in the stage of weary complaint and apparently, but not really, futile discussion. The clearing house plan has

not been worked out in detail. We need our latter-day Butlers to complete them, our Eliots to support them, and even our Warfields to precipitate them.

Today the solutions still are not fully understood. To some they appear to be worse than the problems they are designed to solve. But there will come another 1899, and we will sail in a well-founded ship over or through that now famous tidal wave.

PRESIDENT DUNN: Thank you, Dr. Fels.

There will be an opportunity to ask questions after the last speaker.

Our next speaker was the Principal of a high school in New York City when we invited her to speak, and now she is an Assistant Superintendent in New York City in charge of the supervision of nineteen high schools and also the supervision of the subject matter curriculum.

She is a product of the New York City schools, educated in the public schools; has her A.B. from Hunter College and A.M. from Columbia, and Ph.D. from Fordham University. She started teaching in the field of History and became Chairman of the Department of History in 1930, and then she became a Principal in 1937. One of her distinctions is that she was the first woman to be appointed a principal of a co-educational high school in New York City.

She has many honors. She has been a speaker at conventions, and has given addresses in teachers' associations. Her honors include the Staten Island Council B'nai B'rith Award for work in the field of human relations in 1946, and the citation in 1953; the merit award from the Catholic War Veterans for outstanding Catholic laywoman of Staten Island, in May of 1954; Honorary Fellow of the Staten Island Institute of Arts and Sciences, 1946, and was given the Certificate of Award for work in professions given by the Business and Professional Women's Clubs of Greater New York.

It is with a great deal of pleasure that I introduce to you Mary E. Meade, once a Principal of a high school and now an Assistant Superintendent.

#### *Potential College Students—Identification and Counseling*

MARY E. MEADE

Mr. President and friends: It is with diffidence that I speak to this distinguished group, for I feel with Antony that "I tell you that which yourselves do know." Over thirty-five years of work in the high schools of New York City, however, gives me the courage to tell you of my experience and convictions, with the hope that it may corroborate yours or perhaps give a new slant to the age-old problems.



As with some of you, my memory of high school days prior to World War I is a very vivid one. The potential college student then was the one whose father had money, or who was "smart." The smart pupil was the one who got the best marks, whether through native intelligence or burning the midnight oil. If there were any of the latter type, their classmates were not aware of it for the most uncomplimentary epithet was that of "greasy grind." The counseling depended on the individual teacher.

In our school the Latin Department was outstanding and one of the members, a graduate of Cornell, influenced many students to attend her college, with excellent results. Of course, the school was small and the senior class was a select group, for failures on one's report card usually meant withdrawal by the parents. Hence, the personal interest of the teachers and the evidence of the school marks produced both identification and counseling.

How many potential college students were lost? How many scientists and engineers were nipped in the bud by the poverty of the high school courses with resultant poor marks? We never knew and, I must admit, were not worried about the matter.

During World War I we heard disturbing reports about the literacy of our troops and rumors of a test that examined one's intelligence, so it was not surprising that educators began to use that instrument in the schools. The up-to-date schools administered these intelligence tests, and our high school freshmen had an IQ on their record in addition to the usual marks in English and Arithmetic.

We believed in it and used it ruthlessly in guiding the pupils into the various courses. An IQ of less than 90 would prevent a student from taking a foreign language even though he may have been proficient in one. Teachers used the IQ as a basis for their grades and changed their marks accordingly. There was a fatalism, a sort of educational predestination, because we were taught that the IQ did not change. Hence, we did not allow the child to try the subject as we considered failure bad for him.

Again, future scientists and engineers were denied college training because they may have been newcomers to our shores, or distracted when the test was given.

Within ten years after the close of the war a great change became evident. High schools were no longer used mainly for preparation for college. They accommodated all the children of all the people. Labor laws were being changed so that children had to stay in school until their sixteenth birthday at least, and in the early 30's we endured the depression.

The high schools bulged at the seams with hundreds of reluctant learners added to the normal high school student body. To meet their needs,



new types of schools and course had to be introduced, and they were. Mathematics and foreign languages were de-emphasized. Of what use were Latin and Geometry? Shop and Typewriting would pay off in a job.

We talked a lot about the child-centered curriculum and the elective system. Soon the only pupils taking the so-called intellectual subjects were the college preparatory ones. Often they dropped out when they found a diploma could be won without such hard work. These trends were not acceptable to many educators, but the lack of money and buildings and the crowded classrooms were violent answers to philosophical yearnings for scholarship and the evolving of thoughtful men and women.

Just twenty years ago a famous supervisor of mine, Dr. John L. Tildsley, spoke to this meeting on "Significant Trends in American Secondary Education" and stated: "Real, vital education simply cannot be carried on effectively on a mass production basis. In my judgment, unless the better element in the several communities can be awakened to the flabby nature of the education due to the mingling together of pupils ranging from the near moron to the near genius, the question is sure to be raised whether free secondary education for all is worth what it costs the community."

Under such conditions both identification and counseling of the potential college student were poorer than in earlier years when the upper years of high school were not forced to give the flabby education noted above. How many bright boys and girls were so bored they left before graduation? How many schools dropped higher Mathematics and Science because so few elected it? Once again, there was a waste of potentially able college students.

The advent of World War II put an end to extensive theorizing about education since we were faced by the hard, terrible facts of modern warfare. Suddenly Geometry became a *sine qua non* for a boy enlisting in the Navy, and some of them discovered that Physics had a practical use. Earth Science was resurrected and became part of the Science curriculum. Young Army recruits were sent to school eight hours a day to learn foreign languages. All of these emphases were reflected in the elective system of many high schools.

When the war ended, however, youth, having lost the motivation, slipped back into the easy, relaxed routine of getting the diploma the easiest way. At the same time a delightful philosophy of education—that the child should not fail but should continue his schooling with children of his own age—permeated the elementary schools. The teachers were supposed to treat each child as an individual and use group instruction.

That was the theory, but it did not work with thirty-five pupils in one room, with Reading and Arithmetic ability ranging from zero to eighth grade. As a result, the high schools were forced to admit these pupils, and

still do. At least 50 per cent of them are not up to grade in the tool subjects.

Just as current history seems a succession of crises, so is life in a secondary school. Since World War II we have discussed democracy in all its forms, its philosophy, and its ideals. To many parents and children, democracy means the right to do as one pleases. Right now everyone wants to go to college. The press is filled with the need for engineers and scientists; industry is pouring out money for scholarships.

Full employment means more money in the hands of men and women who in their childhood were deprived of even a full high school education, and the result of the chronological promotion described above and the conditions enumerated is another crisis for the high schools, and the urgency of the topic assigned to me.

No longer can we pursue a laissez-faire attitude about college admission. We are subject to pressure from parents and children who demand preparation for the Ivy League Colleges and from harassed teachers who face the impossible task of giving such preparation to untrained, reluctant learners or ambitious illiterates.

The matter of identification becomes increasingly important. Fortunate are you who get your pupils in the ninth year so that you can begin your selection there and start their instruction in high school Math and foreign language. We who draw largely from separate junior high schools have to do a monumental job in the sophomore year of selecting the potential college student and then remedying his weaknesses in Mathematics and language. How can we do it?

Of course, we have voluminous records from the feeding schools—IQ, Reading grade, Arithmetic grade, marks in all the subjects, specific strengths, specific weaknesses, and remarks by counselors. They are helpful, but sometimes unrealistic. The statement that a girl wants to be an engineer when her Arithmetic grade is fifth, or that she has a sweet disposition and wants to be a teacher when her Reading grade is fourth is a frequent form of "buck-passing" that we cannot indulge in.

We make the best possible decision about course and subjects from these data, and then wait for protests from teachers. The Geometry ones seem to have the worst time, for girls with honor roll averages from junior high school come in tears to request a change to the commercial course. Of course, it is always the school's fault and failing marks are always the result of prejudice or unkindness.

We had the opposite problem, too. The teacher of English in term 7 would come to the advisor to demand the reason for putting such a brilliant student in the commercial course with no academic electives.

By the efforts of alert teachers and overworked counselors miracles happened and potentially able college students were discovered and put on the right track, and mistakenly ambitious ones were guided into other fields. But once again, we had the haunting feeling of our failures, and the waste to society resulting therefrom.

The makers of tests have not been idle and they realized the need for aptitude testing. A test such as a reading test picked out the pupils who had been well instructed in Reading. Could we get a test that would indicate potential in that field, or in the mathematical field or the scientific field? Would it be based on national norms and objectively graded so that students would accept it as valid, and teachers would not resent it as a test of their effectiveness? We at Washington Irving High School had a sore need for such a test.

In the spring of 1955 I had the lucky opportunity to come in contact with the Iowa Tests of Educational Development. We jumped at the chance to test our sophomores for that seemed the answer to our problem. It was such a good solution that we repeated the operation with the September 1955 sophomore class, and are planning it for our September 1956 sophomore class. As many of you know, the battery has been in existence since 1943 and during the last school year more than 400,000 students took the tests. Thus their norms can be accepted as valid.

Science Research Associates is publishing a new manual in January 1957, "Scores on the Iowa Tests of Educational Development as Guides to College Planning," in which they give statistics to show that the Iowa Battery, as early as the ninth grade, will reliably identify students who are below, at or above average in college potential. Furthermore, these profiles may be useful in predicting success in various college courses, such as Math, Science and Engineering.

Thus, for the purpose of identifying potential college students we now use the feeding school's records, the Reading tests administered by us, the grades in our school and the I.T.E.D. The last is a life-saver for it is accepted by the students as a legitimate criterion—unbiased, un-crammed for, not dependent on any teacher's whim or drilling.

From these data we have selected three groups in the junior year: (1) those in the upper 20 per cent of the country on the composite score as the potentially best group; (2) those not in that, but well above average in quantitative thinking; (3) those not in that, but well above average in vocabulary.

You may ask have we found any pupils that we would not have discovered in our former system? In the first group, no. We knew the potentially best group; it amounted to about 5 per cent of the class. Group II,

however (those well above average in quantitative thinking), was an eye opener. The Math Department, in some cases, had never seen them for they were not taking academic work. Their Reading grades were low, so they were guided into the commercial courses where their accounting grades were high.

If I may digress to describe one startling case: A commercial girl in the 47th percentile in vocabulary was in the 88th percentile in quantitative thinking. We shifted her to the academic course, gave her remedial reading, and got her into college where she is majoring in Math.

Group III (above average in vocabulary) was likewise an unknown quantity, and definitely not considered college potential because of their mathematical deficiencies.

I am well aware that there are other tests and batteries which can be used, but I am basing my remarks on our experience and thus highlight one of these tests. I should say with strong conviction that these tests are invaluable for the identification of the potential college student. If I were not sticking to my topic, I could tell you they are equally valuable in the guidance of the non-college preparatory student.

Now to go to the second part of my assignment—the counseling of the college preparatory student. We might divide it into two phases: (1) getting the pupil into the right college and (2) preparing him for college life and work.

I think I am correct when I say that we are successful in that first phase with the upper 5 per cent of our classes. But I must stop there. What can we do for groups 2 (good Math, poor vocabulary) and 3 (good vocabulary, poor Math) previously described? Again, I must use our experience.

We have seen that the potentially able mathematicians in the academic course are given college preparatory subjects that will be sufficient for admission with perhaps one unit lacking. That means addition of academic Math and Science to the pupil in the commercial course or a technical course. In some cases, he may have to combine college and a job, but at least he will have the necessary admission requirements.

It takes considerable persuasion and sometimes authoritarian rule to get some of these pupils to accept the added burden of extra subjects. The nation-wide aptitude test is a powerful argument. Sometimes they will shift courses when confronted with the scores. If these pupils are already pursuing an academic course, they, with the ones noted above, are put in the remedial-bright reading clinic to improve their reading and vocabulary scores.

Again, the test results are a psychological godsend for many of these pupils have worked very hard and maintained a passing grade in English, and would resent placement in a remedial class, but the pill is sugar-coated

by the praise accorded the high grade in quantitative thinking. Such pupils can improve markedly in even six months of special reading training. They will be encouraged to try for colleges where they can be successful.

Group III (good in vocabulary) is a harder problem. They seem to be conditioned against Mathematics, and it takes hours of talking to get them to try again for many have failed the subject in the past and have shifted out of the college preparatory course. Our success here is not so spectacular as with Group II even though many of them are bright. It is a process of complete education for many of them have never "stuck" at anything that required extra work.

We use the high grade in vocabulary, the creative writing class, the school newspaper, special art classes—everything to bolster up the pupil's ego to the point where he will face reality and work. As Virgil says, "Hic labor, hoc opus est," and we know that we must keep at this type of pupil as a resource for the talent that is needed in these tumultuous days.

You may have noticed that I took no credit for the second type of counseling—preparation for college life and work. As a matter of fact, much of that is done but in an incidental way. The student who works on the school newspaper or the literary-art magazine, or who heads the discussion club or serves as President of the student body or captain of the football team has received training in independent work, leadership, and public relations. That is probably the explanation for the interest of college admissions committees in the so-called extra-curricular record of the applicant. Some schools have classes on a college level for brilliant students, but the large cosmopolitan high school is just beginning to put stress on scholarship in a college sense.

Much of our work in this type of counseling is done with the upper 5 per cent. They are given a heavy program of academic work, such as advanced Math, Physics and two languages, and put in special honors classes or classes for creative writing, journalism, and so on. We see that they are taught by our best teachers so that there will be maximum stimulation and a high standard of scholarship demanded. I call it "putting blinders on them"—they are not tempted to mediocrity by observing classmates who pass with childish achievement. They enjoy working with other pupils of similar ability and are smart enough to appreciate the selectiveness of their group.

Interestingly, they are the pupils who lead in extra-curricular activities too, so that they get the extra training and experience of meeting with like students from other schools and the opportunity of attending conventions and meetings where distinguished and famous people speak. They are encouraged to take the College Entrance Board Examinations in their junior

year, so we have another piece of data for use. In their senior year we give a special course which they like to call Senior Seminar to this upper 5 per cent where an effort is made to develop independence in research and preparation.

Opportunities are given for review of various types of tests so that the students are familiar with the technique of test construction and test administration. The chairmen of the departments of art, music, commercial subjects and home economics lecture to the group in an effort to fill in the gaps that necessarily exist in such a rigidly academic course.

This is the fourth year of our working with this type of group, and I am giving you our most up-to-date program. We shall evaluate our system next semester and possibly change some aspects of it as we are constantly re-thinking our philosophy and checking on our data concerning these students.

What do I see for the future? Earlier this month I had the great good fortune to attend a two-day conference on Home Economics at the University Level at the New York State College of Home Economics at Cornell University. Among the wealth of speakers who enlightened us about the program, its strengths and weaknesses, was one who came from industry, a company that employed college graduates.

Speaking specifically to the topic—Deficiencies in the Training of Home Economists, as they came to her company—she pointed to their lack of maturity and judgment, their inability to do independent research, their waiting to be told, their weakness in following through an assignment and details, and their falling down under pressure with consequent lowering of work standards. As I listened, echoes of dozens of speeches and hundreds of complaints raced through my mind, for we have heard this all so often.

Yet there is an assignment for the counseling of potential college students. Cannot we in high school educate our young people in these good intellectual habits? The subject matter will be secondary school material, but the standards can be as high as we want to make them.

I know the question you all have in your mind: How can you give a composition that has originality and good organization a mark of 75 because of spelling and punctuation errors when it is by far the best in the class? You cannot if you have an unselected group. In a selected group it will not be the best. The pupil will write it over if his peers have not made such errors. Young people have a terrific capacity for working for perfection when the ideal is a reasonable one for them and a reward is there.

Homogeneous grouping is imperative for this type of teaching. I think we are outgrowing the type of thinking that considered it undemocratic,



for we are reaping the fruits of that sentimentality now. To summarize, then, we can give the able student a taste of good intellectual habits and real scholarship in the secondary school.

The New York Times, in an editorial on November 6, commented on the report of the trustees of the Carnegie Foundation for the Advancement of Teaching which "suggested that a liberal education should seek to instill in man a knowledge of himself, of others, of his achievements and his heritage; to promote in him the capacity for clear and rational thought; to encourage in him a sense of curiosity, criticism, judgment and tolerance." The problem is to train the specialist and at the same time give this liberal education. The report says, "There is no reason why the specialist should not or cannot be an informed and cultivated citizen."

We know the demands put upon the colleges for the proper training of scientists, engineers, doctors, lawyers and teachers so that we in the high schools might hold the vision of a liberal education before these college-bound youth and give them a yearning for knowledge and the attributes of educated men. If such a desire is instilled early, the student may go ahead on his own and acquire a liberal education in addition to his specialty. That is probably the way it comes, anyway.

These latter paragraphs are really dreams and I should hesitate to voice them, only I know they have a reality in the lives of many of us. How did that happen? A teacher—perhaps the Latin teacher who demanded "decus" from a girl whose translation included the literal translation of every ablative absolute, or the Algebra teacher who worked after school with a half dozen enthusiasts who asked for harder examples, or the teacher of English who entertained a group who wanted to read more of Shakespeare than demanded by the course of study.

All the techniques, tests, administrative devices, classes and counseling I have described are worth little unless I have on my staff teachers of fine scholarship, liberally educated and dedicated to the service of youth. These we must train and attract to our profession if we are to educate the leaders of this atomic age.

There is one all-powerful, all-pervasive aspect of education that I have left to the last because it is absolutely the groundwork for all our training—education in the moral and spiritual values. That demands another paper but these college-bound youth must appreciate its importance and have it permeate their lives. Perhaps the best concise statement of this is in the charter of the Phillips Exeter Academy: "Goodness without knowledge is weak and feeble. Knowledge without goodness is dangerous. Both combined form the noblest character and lay the surest foundation of usefulness to mankind."



In my opinion, this should be the desideratum of our counseling.

PRESIDENT DUNN: Thank you very much, Miss Meade.

Our next speaker is a representative of the higher education section. He is a mid-westerner by birth and training, having obtained his Bachelor's Degree in Carleton College. He also attended the Union Theological Seminary in New York City. He has a number of honorary degrees: Doctor of Divinity from Oberlin College; Doctor of Laws from Doane College, Nebraska; Doctor of Humane Letters from Wagner College, Staten Island, New York; Doctor of Laws from Lincoln University, from Brandeis University and from Columbia University.

He is an ordained congregational minister, and has been interested in the ministerial field. He has held numerous positions in the field of education and at present is President of the City College of New York.

He has written "American Caste and the Negro College," "Color and Conscience: The Irrepressible Conflict," and "Portrait of a Pilgrim: A Search for the Christian Way in Race Relations."

He is a member of many honorary societies, and will speak to us today on "Changing Patterns of Higher Education."

I have the honor and privilege to present to you Dr. Buell G. Gallagher, President of the College of City of New York.

*Changing Patterns of Higher Education*

BUELL G. GALLAGHER

Thank you, Mr. Dunn.

I do not wish to begin the discussion this afternoon with a complaint, but I must do so. It is a serious one. Unlike the first two speakers, your invitation to me did not get me a new job. I find myself still stuck in the same place.

Now, the subject assigned to me today is "Changing Patterns of Higher Education." I see at least three assumptions that are implicit in this assigned topic: (1) that there is such a thing as higher education in the United States; (2) that this thing has in it at least a few discernible patterns; and (3) that these patterns are changing, or at least ought to change.

As to the first assumption, I for one am ready to grant its validity. There is much education beyond the high school in this nation, and most of it is of highly superior quality. We are justified on balance in using the term higher education (without implying that lower education is lower, of course), provided we do not too easily conclude that everything which uses the name of higher education automatically qualifies at the same level of merit.

As to the second assumption—that there are clearly discernible patterns, or at least some common patterns, in this vast system of more than 1,800 institutions—there may be some doubt. There is, to be sure, the common denominator of time length required, a feature which the higher learning shares with its sister institutions at lower levels.

But before we too readily grant this assumption, that this common time element means patterns that are discernible, we must take a second look at the facts. I think indeed it might be argued that colleges and universities tend to be like a certain Ozark mountaineer of whom I heard some years ago. He reported that when he was in school they "larned him figgers but not writin'," so that "When I sees a sign by the side of the road, I kin tell how fur it is, but not where to."

Every college or university can tell an entering freshman exactly "how fur it is"—120 semester hours, plus six hours of Physical Education, with an average grade of "C". But where to?

Unless it be assumed that the patterns we are talking about have to do largely with the externals of education, I seriously doubt whether we can apply the word "patterns" to higher education; and when it is applied to the externals it refers principally to the quantitative factors rather than to the qualitative aspects of educational experience.

When it comes to the third assumption, there you have got a watershed of choice. "Changing Patterns of Higher Education" says the assignment. Well, is the word "changing" a gerundive or a verb? Does it imply that this speaker is to deliver a running description of what is going on and then project the probable trends of the future as he sees them in his cracked crystal ball, or does it mean that he is enjoined to exhort his listeners to go back home and change higher educational patterns?

Is it descriptive or normative? That is the question. Is it what is going on or what ought to go on?

I suspect that those who chose the phrase for me today deliberately left this ambiguity, saying to themselves that if the guy wants to stick his neck out, let him do it. But for their part the courteous thing to do was to give him a subject on which he could play safe if he wanted to.

If my suspicion is correct, let me thank those who set up the program and let me go on to say that I shall attempt to deal with the subject partly both ways, treating "changing" both as a descriptive gerundive and as a hortatory verb.

The first interim report of the President's Committee on Education Beyond the High School was released three days ago. It summarizes in brief compass things which we all know and which I for one, and I suspect others,

need to know much better than we do know. Let me comment on some of the salient points of the Committee's summary.

First is the time-worn, much referred to "battle of the bulge." In the next fifteen years the numbers of persons demanding entrance into colleges and universities alone (not into other aspects of post-high school work) will be at least double its present high figures, and may well be closer to ten million than to six as compared to our present number of a little over three million.

Additional millions will be served by correspondence schools, private resident schools, apprentice training programs, educational television and proprietary and vocational schools of many kinds. This is not a matter of conjecture. The babies have already been born, and are already on their way up through the lower schools. The population increase is a coming tidal wave. All of us know that, but few of us know it in the sense that we have actually revised our patterns of planning and acting to get ready for it.

A few institutions have quietly announced their intentions to ride out the storm like Noah's Ark. A few others have said they would look to the taxpayers for funds to build bigger and more institutions like those already in existence. A very few venturesome voices have called for bold and comprehensive advance planning and action well before the crisis is upon us, but very few, if any, have done any more than this.

My point is that the battle of the bulge is already in its opening skirmishes, and that the pressures which have begun this year and last will increase to panic proportions within the next two to five years if we do not act.

Did you ever watch people going home at rush hour trying to get through a single revolving door? All right. Then try to squeeze tomorrow in the same number of minutes twice as many people through that one door. Then imagine that each of the persons tomorrow scrambling to get through that one door in this new crowd will have with him an anxious parent who is loudly calling for the chance for his child to get through that door right away.

I think it is sober language I use when I suggest that unless steps are taken the scramble for college and university admissions will in a very few years become a matter of near panic among high school juniors and seniors and their parents, and, incidentally, their counselors.

The anxieties of life in the modern age are sufficiently harrowing without our adding to them an educational admissions anxiety for those finally admitted, plus traumatic defeat for those left on the outside looking in.

Secondly, there is the search for teachers. While I have sounded a note of alarm regarding the shortage of educational places for post-high

school study, I do not wish to leave the impression that our principal shortage is in bricks and mortar. On the contrary, the principal short supply is in brains and mortarboards.

Money can buy steel and glass and cement in a hurry. Buildings will be erected if the present processes of alerting taxpayers and philanthropists continues with intensified power. But teachers? Well, at least a quarter million qualified teachers not now available must be found over the next ten to twelve years. Talk about Diogenes with his lantern in broad daylight! No ordinary search will turn up the needed new teachers. I think heroic efforts are necessary.

I am not talking about a crash program. I am talking about an intensive effort to recruit, train and enlist the requisite number of able teachers.

Many other things need to be done, also. We must, of course, explore every possibility of the more efficient and effective use of the time and energies of faculty persons. As one college President whose principal energies have been expended in a thinly promising effort to reduce teaching schedules below the present unconscionably heavy load of fifteen to sixteen semester hours per week.

I must admit that if ever an Aladdin's lamp were needed, this is the time and place, but you cannot produce a genius as easily as Aladdin produced a jinn. If we are to have college teachers of ability and maturity to teach our tomorrow's students, we must begin training these teachers yesterday. We have not done so. Already the time table of marching events is ahead of us.

And in this matter of education, the key question has to do with the teacher-student ratio. Education is somewhat like any other fundamentally creative process. It requires personal attention. I think we must not repeat the error which has been forced, let us say, on present-day German universities where the small and intimate seminar which was formerly the heart and genius of higher education has now become a sprawling audience of five, six, seven or eight hundred students—still called a seminar. You might just as well put the professor on television and let the student stay at home in comfort.

Indeed, there are those who have seriously argued that the teacher-shortage should be solved by a few professors of national reputation giving televised lectures for all the colleges and universities of the nation. Well, why stop there? Why not merely provide a lending library of kinescopes which any student can patronize? Surely, it would be cheaper to provide a home projector and screen for every student and let him draw on such a lending library than to duplicate or triplicate the institutional facilities of the present day.

If what you want is cheapness, you can get it readily. It is said, for example, that more money is spent today on comic books than on textbooks. Well, if what you want is reading, where is the quarrel?

I remain singularly unimpressed by the argument that it is better for a student to be within a city block of genius than to be within twenty feet of mediocrity in the lecture room. Too many of the genius professors turn out to be mediocre and too many of the budding geniuses in the mass lecture sections find the edge of intellectual inquiry dulled by repetitive exposure to warmed-over versions of last year's notes.

I repeat: Let us experiment with every venture which promises to make more effective use of the teachers' time and energies, and included in this will be many experiments and utilization of large lecture sections. But let us not too easily assume that students will learn as effectively or be as good personalities when twice as many have to struggle for fragments of each teacher's attention. I think our students are very good, but that is too great a compliment to pay to them.

Among the devices which seem to me to be worth careful investigation, and which may incidentally save a bit of faculty time, I put first on the list the increased use of student initiative in guided study. There is a sense in which, in some instances, our students are too well taught. Information and knowledge come to them in assimilable doses carefully ladled out from class hour to class hour.

Without questioning the value of much that goes on in lecture halls and recitation sections today, I strongly question whether adequate use is made of the vast resources of our college and university libraries. An intensive and imaginative effort in these directions would, I believe, greatly enhance the value of the learning process for a considerable percentage of our students, but the net saving in teachers' schedules would not be great.

It seems to me that the most fruitful areas of exploration in which to search for better answers to student learning in the face of an increasing ratio of students to teachers is that area which still keeps education as a matter of personal concern, namely, the student's own concern.

Facing a situation in which the supply of superior teachers is shortly to be completely outstripped, we had better turn some attention to the question of how a student is going to wrest his education from a university or college where he is increasingly on his own, and therefore teachers become increasingly resource persons rather than taskmasters or high-class baby sitters.

My next comment is in the field of diversification. There is a sense in which the crisis of numbers is our golden opportunity. Within this decade of 1956 to 1965 the crucial decisions will be made. Are the post-high school

opportunities for American youth to be merely more of the same, or a richly diversified set of varied and variegated patterns?

I would argue that if free enterprise has validity anywhere in American life, it surely has that validity in education. The President's committee is correct in stressing the fact that we must not now merely double the capacity of our total university and college complex, but we must also multiply the number and variety of other kinds of post-high school institutions.

Two-year colleges, public school adult education, Cooperative Extension Service, apprentice training, training within business and industry, home study schools, educational television (yes, it has its place), proprietary schools, technical institutes, schools of the arts and music, trade schools, training in the Armed Services—all these are listed by the committee.

The only limits to this expansion in variety lie with the imaginative energy of the nation's educators and citizens, except that somewhere along the line (and on this I insist) the peculiar and exclusive glamor which attends on the university, with its stadium and winning teams and fraternity house life, has to be corrected.

As long as what we now call higher education sets the pattern of competition for social standing and social prestige, it is the right of every American who has college abilities to demand that he is just as good as the next one and he isn't going to go to the second-class institution.

Now, we who are in the established and reputable institutions of higher learning dare not condescend. We must welcome our newly arriving sister institutions of divers patterns into the accepted and reputable circle. Insisting on sound academic standards (as who does not), we must desist from the notion that there is but one socially acceptable pattern of post-high school education and training. There are many. The nation's youth need them all.

We do, I think, a disservice to ourselves, to higher education, and to the future of the nation if we do not encourage the building up of a great many new and different types of post-high school educational opportunity. Even if we could expect to be able to get the buildings and teachers adequate for the battle of the bulge, we colleges and universities would be fundamentally and irretrievably wrong in merely doubling or tripling the higher educational plant and faculties without varying the patterns of opportunity.

We must do both: more and better colleges and universities, with a total bigger capacity, yes. And also a whole new section of post-high school education developed along lines which are only now being pioneered.

If the taxpayers and philanthropists are affirmatively stimulated and deeply convinced, and if educational planners are given affirmative social acceptance as they strike out in new directions as well as multiplying oppor-



tunities of present patterns, then we may not go down to defeat. But these are big "ifs."

Comment number four is on money. The comment here can be very brief. We need a lot more money than we now have merely to take care of the educational processes we are now carrying on. The expansion and diversification necessary in the present decade will require a great deal more, and the shrinking size of the dollar means that it is not quite as almighty as it was once alleged to be.

At this point I think three encouraging signs could be noted: first, the fact that graduates are beginning to remember that they have not paid their full obligation to Alma Mater when they have settled all the bills at the bursar's window before graduation; secondly, the fact that business and industry are beginning feebly to glimpse the fact that they now have an opportunity which they may now gladly assume, to give generous and imaginative support to their own principal sources of trained personnel; and, thirdly, the fact that everyone now recognizes that the money problem for higher education of all kinds and varieties is too big to be answered without very sizeable increases in tax support.

Let me comment on the third of these. In my judgment, the Federal government ought to assume the task of supplying financial aid to post-high school students. The so-called Merit Scholarship program of today moves in the right direction, but has some obvious weaknesses, most of which could be corrected if the program were enlarged.

The only equitable way in which to establish an adequate program of financial aid to students is to rest it on a national taxpayers' base and to serve the national student group. The program ought to begin by aiding at least 7 per cent of the better qualified youth, and to move on the basis of experience towards a 10 per cent to 20 per cent figure of those attending college. It should permit complete freedom of choice by the student as to his institution and course of study. The federal government should stay out of the business of buying bright students for particular lines of study thought to be necessary for national defense or technological development.

Selection should be on the basis of quotas within each state, related to the population of college age and to the numbers of high school graduates in each state. Stipends to students should be scaled in accordance with family income, and should be designed not to give total subsidy but to give an encouraging leg up to those who want to continue their education.

Consideration should be given to the question of adding to the student's stipend a somewhat smaller amount paid directly to the institution he selects. Finally, the whole process must be kept free of any kind of politics or restric-



tive controls, and selection of scholars must be without reference to race, creed, sex or national origin.

This national scholarship program is put forward merely to supplement and fill out the many staid local and institutional programs. While within this area, let me add a couple of footnotes.

Number one: As this program of public aid to students goes forward, let it also be remembered that private support to institutions of higher learning cannot be limited to the private institutions. Only as public and private sources support both private and public institutions and their efforts, only then can we preserve the freedom of our dual system of higher education.

A second footnote: Let me suggest that the full facts of present scholarship and student aid programs ought to be published and publicly examined. I have the uneasy suspicion that a larger chunk of present scholarship funds goes to the students of lesser scholastic promise than goes to those of greater academic ability. If I am wrong, I will be the first to welcome a public correction of this suspicion, but until the full facts are published I shall continue to feel that an undue amount of so-called scholarship aid is actually a means of buying winning athletic teams for the entertainment industry commonly carried on in the name of intercollegiate athletics.

With funds in as short supply as they are, might we not take a hard second look at the advisability of hiring professional teams to wear the college colors instead of enlisting students in amateur competition?

In what I have been saying, my primary concern has been to look at current trends and expectations, and in that sense to use "changing" as a gerundive. If, now, I may conclude by using the word as a verb, I should like to say a few words about what seems to me ought to be the changes we should make.

I think we educators ought to quit being defensive and go over to the initiative. Without boastfulness, which ill behooves us as educated persons, and at the same time without apology which is equally unbecoming, we need to reassure ourselves as to the fundamental importance and intrinsic value of what we are doing.

Now, I must admit that sometimes I am a little frightened at the prestige values which do actually attach to our profession. The epithets like "egg head" which are occasionally thrown at us, along with other assorted garbage, are to be understood as clear proof of the fact that education is a source of great strength, that it is a potent social force which has to be reckoned with. Ridicule is seldom lavished on the unimportant. We will be neglected only when we have become negligible.

The truth is that educators are continually complimented by the scattered attacks upon them and the profession. At the same time (and this is

what worries me) the day-to-day tributes paid to us as we are constantly in demand for consultation and advice in every honorable field of human endeavor, while it may lead us to dissipate our energies unduly, is the validation of the value of our scholarly and educational endeavors. We ought to take heart and cease to be intimidated or apologetic. We can take modest pride, I think, in our profession and in ourselves.

But fully to enjoy the values of our profession, we have to set our faces like flint against many contemporary patterns of American life, and herein lie the real challenges of the patterns we must change. Primarily, these are patterns of values.

The good educator and his university, while demanding a living wage for all who labor honestly, refuse to assess the value of the profession by the size of the salary check. Likewise, the value of learning is not measured by the salaries of graduates.

It is well known that there is no Midas touch in the educator's fingers. The legitimate campaign for adequate professorial salaries need not be confused with a false notion that money is the measure of value. The struggle for a living wage does not mean that educators get their real satisfactions in monetary reward. Indeed, we are fortunate above most men and women in that we get paid for doing what we like to do. If there are any who have strayed into teaching merely as a means of making a living, they should be encouraged to use their talents elsewhere. Garbage collectors are paid more money than college instructors.

Well, instructors should be paid more than they now get because they have a right to be relieved of the heavy burdens resting on themselves and their families, and that right derives not from the money value of what they do but from the right to be free to pursue and to enrich the real values of life and of the good life.

I submit that the strength of civilization derives from its centers of culture and of learning, and that the investment in youth is the most nearly permanent investment, and that the freeing of the human mind and spirit from the chains of ignorance and the shackles of prejudice is the most exciting and rewarding and zestful activity known to man.

Those of us who have the high privilege of living in an association of scholars, teachers and students have only to walk worthily of the calling wherein we are called. If we do this, the patterns of education will change, and through this change the patterns of an educated world will also alter.

I think, therefore, we look forward with confidence to a day in which men are known to be worth more than things, people than nations, ideas than gossip, purity than vulgarity, adventure than stagnation. We view with serene hope the travail of a world in revolution, proud of the vanguard

of college students and professors who with bare fists face the tanks and machine guns of tyranny, quick in our righteous anger and slow to forget the ugly face of oppression now unmasked, and generous in our immediate and continuing care for the courageous survivors who will not be crushed in mind or spirit no matter what happens to body and estate.

We look with amazement, or bewilderment, on the last dying convulsions of race prejudice within our own borders and redouble our efforts to strengthen democracy at home as we see it growing abroad. In short, we recognize the living paradox of *homo academicus*—scholarly detachment coupled with passionate concern. We know that he who learns without acting has not learned, and that he who acts without study acts in error.

Well, these, Mr. Chairman, are some of the patterns of higher education which, by rediscovery and action, we are changing.

PRESIDENT DUNN: Thank you, Dr. Gallagher, for bringing to us so ably these changing patterns in higher education. May I say to you that your complaint was considered last night when one member of the panel and I discussed it at a little length when I congratulated him on his advancement. It was agreed between us that you had already arrived, and there was no need for you to be restless. You should be satisfied to be President of a great university.

I assume that because there are additional commitments this afternoon that we should not take time to ask questions, although I am sure I would enjoy being here and not being the target at which you aimed your questions. But I think we should forego that because I must announce to you that at four-thirty the Commission on Institutions of Higher Education is going to conduct an invitational conference on the Functions and Responsibilities of an Evaluator in the Viking Room. A workshop on the evaluation of secondary schools will be held by the Commission on Secondary Schools in the Mandarin Room.

This meeting is adjourned.

## COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

### *The Effective Evaluator*

The Workshop on "The Effective Evaluator," conducted by the Commission on Institutions of Higher Education of the Middle States Association of Colleges and Secondary Schools on Friday, November 23, 1956, in Haddon Hall, Atlantic City, New Jersey, was called to order at 4:35 o'clock p.m. by Dr. Ewald B. Nyquist, Chairman of the Commission.

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CHAIRMAN NYQUIST: I am delighted to see so many here. As a matter of fact, I think we have more here than were invited. However, there were no particular secret things we were going to discuss this afternoon, and maybe we should have called an open meeting. But we wanted to be sure to have the people who have been evaluators or who are about to become evaluators at this meeting.

I wish with all my heart that we had more time than we do to discuss a number of things about being an effective evaluator, but this is the way the program is set up and so there must suffice an hour or so in the late afternoon today.

There is a gavel up here and I will bang it down at approximately between quarter of six and six o'clock, so this will be rapid fire. It is unrehearsed, but I think it will go very well anyway. Last year we had a conference for chairmen of evaluation teams and it was very good, so this time we decided to have one for the evaluators.

Without further ado, because I will have a chance to make some other remarks towards the end of the program, I am going to call upon one of the most dedicated people I know, F. Taylor Jones, Executive Secretary of the Commission, to give you "The Association's Definition of an Effective Evaluator."

MR. F. TAYLOR JONES: Part of my job is to visit all our colleges during their preparation for evaluations. I generally have the opportunity to address the faculty. As most of you know from having heard me on your own campuses, I try to create a constructive atmosphere for the coming evaluation. To do so I describe the task of the evaluators, and say some pretty definite things about what their attitude and procedure will be. So I am always preceding you in every college you visit, building great expectations about you, and setting a pattern which your hosts expect you to live up to. Let me tell you just what I have led them to expect.

On these visits I discuss first the function of a Middle States evaluation. It is one of the means by which the Association fulfills its reason for existence: "mutual encouragement and helpfulness in the improvement of educational programs and facilities and the broadening of educational opportunity." It is, essentially, a device for stimulating a college or university to do something which is fundamental to its well-being and which no one can do for it: searching self-evaluation.

The most important part of it, of course, is done before you reach the campus. The fact that you are coming gives the self-evaluation incentive and urgency. But it is the self-evaluation that really counts.

This view puts accreditation in its proper perspective. Accreditation is a secondary matter, a byproduct, important as a stimulus rather than as an end in itself. The real objective is to help and strengthen the institution.

This indicates also how your work as a visiting team fits in. You enter the picture at the second stage. You are asked to make a parallel, independent analysis to see how far your conclusions match theirs, and to do what you can to help them clarify their insight and strengthen their procedures.

It follows, then, that you are working for the institution, not for the Middle States Association. You are, in fact, the Association, serving the institution directly. This is the key to our whole point of view. Our teams are not inspecting institutions for an external agency. They are colleagues of and consultants to the President and faculty. Their task is to give their hosts a thorough, honest and constructive critique.

Now, it happens that an evaluation report of this kind, written for and addressed to the institution, is also the most useful kind for the Commission on Higher Education, but its controlling purpose is to increase the institution's vitality and the Commission reads the report over the institution's shoulder, as it were. This fact establishes your function.

The theory of a Middle States evaluation, as you well know, boils down to two questions, but they are not simple questions. We run into logical and practical difficulties if we say only that we measure outcomes in terms of objectives. We need to include some precisely chosen adjectives.

Let me try to restate the two basic questions:

1. Has this institution a clearly understood, appropriate and controlling sense of purpose?

2. Has it established the conditions which are most likely to lead to the achievement of its objectives, conditions which do lead to their achievement in a substantial degree and which can continue to do so?

Your problem as evaluators is to give the institution the clearest answer you can to these two questions. You must, therefore, ask yourselves:

1. Is its concept of its task clear and compelling? Is it specific enough to stimulate, guide and limit the institution's development? Is it consonant with its history, the needs of its clientele, and its own potential? Note that this is a critical approach to the objectives themselves. You are asking whether they are clear, appropriate, and adequate, not just whether they exist.

2. Has the institution established actually conditions which are most likely to lead to achievement of its objectives? I note that this is a pragmatic approach. We are not interested in any preconceived patterns or in conformity to any rules. Our sole question is, "Will it work?"

3. Does the institution, in fact, generally appear to achieve its objectives to a substantial degree? I note that this is a qualitative approach. Again, we are not concerned with methods or formulas, but with results. Note also that in the end our evaluation depends on our own subjective judgment. The most important outcomes of higher education cannot be measured quantitatively. The reliability of our Middle States evaluators or process depends on the competence and objectivity of our evaluators, of you.

4. And the last question we must ask: By what practicable measures could the institution enhance the likelihood of achieving its objectives, and discover more reliably the extent to which it is fulfilling them?

With this background the Middle States Association's definition of an effective evaluator can be summarized quickly and sharply, in three points:

1. An effective evaluator has a pragmatic, qualitative point of view. He is able and ready to study the institution's work and performance in its frame of reference, not his own. His inquiry is, "Does it work?" "How well does it work?" "What would make it work better?"

2. An effective evaluator is a colleague, not an "inspector." He claims no superior wisdom. He does not pose as an expert. He can't. He knows he has the same problems on his desk that his hosts have on theirs. He is engaged in a two-way conversation, seeking to understand and improve a highly complex and highly variable process.

3. An effective evaluator is a responsible critic. His attitude is sympathetic, but his judgment is incisive and his expression of it is honest. He has the scholar's persistence, the scholar's objectivity, the scholar's repugnance for easy generalization, and the scholar's integrity in stating his conclusion.



These are the qualities the Commission looks for in selecting its evaluators: a pragmatic philosophy of education, qualitative standards, an inquiring mind, and candid, honest judgment.

CHAIRMAN NYQUIST: Thank you, Taylor.

Now I am going to call on Jack Adams, President of Hofstra College. He is spokesman for the next panel. The topic is "The Host President's Definition of an Effective Evaluator." He has as his colleagues on this panel Father Vernon F. Gallagher, President of Duquesne University, and Sister Catherine Marie, President of the College of Mount Saint Vincent. All these institutions have been evaluated in recent years.

In running this program, it is the intention that we will take something like thirty or thirty-five minutes, or thereabouts, after which we are going to throw it open for discussion and I hope you will be thinking of questions to ask. And, for heaven's sake, think of the mean ones as well as the nice ones.

MR. JOHN C. ADAMS: Friends and colleagues in the Middle States: I deplore this habit of program makers in the use of the alphabet system in putting the pin down on names of speakers. I wish sometimes my name was Zilch.

A week ago when this suggestion came of a topic I telephoned my colleagues, and we find that we all look back on a recent Middle States evaluation visit with great respect and great happiness.

We have the same opinion, in general. I hope, however, we will differ in a hundred respects and details for we each have, of course, our special problems.

We all three felt that the visiting team came in a spirit of helpfulness, something like going to your trusted family physician not because you are ill, but because you want a periodic check-up and advice on leading a better life. You open your heart to him and you get from him seasoned, objective, skilled counsel—wise and benign and professionally competent.

Our teams came well-prepared. They had done their homework. They knew what facts had been assembled, has assessed and appraised them, and consequently didn't have to go back over the job, but rather asked intelligent, probing questions that satisfied possibly the accuracy of the details, and certainly went further than any printed materials can do.

We found them without exception conscientious men and women; no one on our teams shirked. There were some indications perhaps of a slave-driving chairman, but at the same time they wore their shackles pleasantly and with a musical clink as they got to work.



We had the feeling it was thoroughly done. There was no sense of nasty prying and snooping, but every stone was unturned and everything leaked through. Parts of the faculty and staff were personally interviewed and consulted. It was a wonderful reaction and spirit generated by this team on the campus of trusted colleagues, conscientiously performing their appointed tasks. When they got through we had the feeling that the doctor had inspected us from head to toe.

It was certainly a very high level of professional competence in those who came and a wide variety of expertism. Each area in our colleges was stimulated, it seemed to me, as a result. They had the give-and-take of conversations on a very useful aspect of specialized endeavor.

I think the effects then and the effects later of studying the report that came from that visit were helpful in the extreme: judicious praise given in some quarters, questions raised in others, eyebrows even pointedly lifted in yet other places. And all that was most usefully done.

We are a college of very recent birth and rapid growth, and it was interesting to watch a committee drawn from colleges, many of them with long years of history, make the adjustment to a brand new, raw, frontier institution with practically all its past as well as its future ahead of it.

There was the difficulty in point of view which I think the first few hours baffled both sides, the hosts and the guests, but I think even that matter was adjusted.

We are not a church-related college, and I can't speak as to most of the questions and attitudes that would be raised in that connection. However, we have all served probably on evaluation teams where such questions do come up.

I have on two or three occasions served on an advisory board of a federal institution that has an important Catholic priest on its membership. If anything, we tread too lightly in these matters. My guess might be that we cannot understand the central purpose of such a church-related college or university unless we grapple with the philosophy that springs from that problem. On that I am not competent to speak at all, and I hope my colleagues would address themselves to that.

The evaluators in their talks with the faculty I am sure get a lot of a certain kind of sweetness and light. I think most faculties think that all the problems of a vicious administration, a short-sighted Board of Trustees, an unusually low salary scale and every other indignity of a high profession sensitive to its rights are concentrated in its particular place. Maybe these evaluators coming in can say, "No, it is just the same everywhere." Maybe it's even less bad in certain positions, as I can report, and the phrases hurled by faculties and administrations, such as "edifice complex," may be

true. But if you haven't proper buildings in these modern days you don't have the chance to work well with your students.

In short, then, there was a wonderful overall view given by outsiders which all of us in a given institution are grateful for. We live too much in the middle of the forest to see the forest for the trees and the leaves, and we don't have a chance to get above it and look down upon it in proper perspective.

One of the rewarding aspects of the Middle States evaluations is a sense of comradeship of a dedicated team representing many kinds of institutions that could draw off and give us a chance to see ourselves as others see us. The report becomes, as it were, a blueprint for continued endeavors for a better college.

All these matters, then, seen from the host's point of view, are useful in the extreme. I would like to grope for two or three disgruntled things to say. I would say if any member of the team is coming down with a very bad cold and loaded himself up with anti-histamines and aspirin and all that sort of thing so that instead of smiling he sneers, instead of reading he sneezes, instead of looking quizzically he frowns, let the Chairman pass around the idea that Professor Wippletree is actually not as nasty as he looks, that he is really a good fellow.

I suppose the law of averages suggests, one can assume, that a team of eight or ten or twenty would be apt to have one curmudgeon on it. If the curmudgeon was not recognizable until he shows up in that capacity, and he is going to sneer and hate what he sees and not adjust to other situations that differ by one jot or tittle from his own, I think there again the Chairman's duty is to get the hosts somehow calmed down, for the Dean hasn't slept for three days, the Registrar has disappeared, the Director of Athletics has gone into hiding, and the whole thing has gone to hell and back.

The qualifications, then, as seen from the host's point of view, would be professional know-how and dedication to this aspect of educational service. And the individuals, it seems to me, in well-worn words, should be trustworthy, loyal, helpful, friendly, brave, clean and reverent.

CHAIRMAN NYQUIST: Now, Sister Catherine Marie, President of the College of Mount Saint Vincent.

Incidentally, Jack Adams is a new member of the Commission, as you know. There are no formal criteria employed in selecting members for your Higher Commission. However, I always insisted on one and that is that the person coming on must have a sense of humor, and you can see that Jack does.

SISTER CATHERINE MARIE: I can underscore everything that was so very ably and so very well said by Mr. Jones and by President Adams. We feel that our experience has been such as Dr. Adams has outlined. I think that what the host President expects first and more than anything else (because if he or she receives this it sets the tone for the entire team) is that air and manner, at once congenial and affable, that creates a proper rapport between the visiting team and the college. In that we find confidence in the interest and in the helpfulness of the work that is going to be given to us by the team. We who are members of the Middle States cannot lose sight of the fact that we have joined together voluntarily for mutual help and assistance. The relationship that creates between the host President and the Chairman of the team is most important.

The objectivity with which the team looks upon the College, the willingness of every member to try to view it through the eyes of those who have sought to form it through the years, to view it in the framework of the philosophy underlying the education therein given and yet at the same time to have a critical look even as though we ourselves must have a critical look in order to improve that which is good and to correct that which is not so good—all that is important.

Our experience was a most delightful one. I speak very sincerely when I say the President who was the Chairman of the team and the other members of the team met us with candor, with interest, with charity, even with the beautiful quality which is necessary in order to give criticisms gently and unhurtingly.

Of course, as Dr. Adams said, there are other features, not necessarily those which either he or I or Father Gallagher found in the teams that visited us, but which we possibly might find on teams or that we have heard from others. I might say that there should be very great certainty on the part of the members of the visiting team of the correctness of facts before criticisms are given, which leads the way to a very profitable talking over with the proper authority of those points which are considered as necessary to criticize. Sometimes the impression is not quite as the facts would make it appear to be.

Sometimes, too, there is a tendency against which we should be on guard to judge things in comparison with our own institutions. There again it comes into that field of objectivity or of pragmatism, as Mr. Jones called it, that is necessary for one who is visiting a college other than his own.

I feel that the most valuable work of this Association is in the impetus that it gives each one of us in our institutions to examine ourselves most critically, and in that examination very often to have the joy of finding out some of the good things that we have forgotten, of accepting the criticism

of one who comes with a clear eye and unprejudiced vision and with that professional stature that puts him in a position to give us good professional advice, and giving it in the attitude and with the manner of friendly conferees in the great work of American education.

CHAIRMAN NYQUIST: Now I should like to call on the highly competent chief executive officer, Father Vernon Gallagher, President of Duquesne University.

REV. VERNON F. GALLAGHER: Since the preceding speakers have exhausted the vocabulary of favorable adjectives, I would be rendered mute unless I were to turn the other cheek. I thoroughly agree with my colleagues in that the evaluation was a salutary experience and that we met with complete sympathy, understanding, objectivity, and fruitful criticism.

It appears to me that the process of evaluation is comparable in a sense to the periodic examinations to which we submit our students, and I should like to advance for your consideration the fact that somehow psychologically a teacher always feels slightly superior at the time of an examination. It is that psychological bent that I think as evaluators we might be careful of, because after all, we all intend to work at this coöperatively, not in any sense of superiority.

I do think this is a danger which we must face in the fact that the Commission has, and rightly, abandoned quantitative criteria. Having abandoned quantitative criteria, the element of subjectivity can very readily creep in. We should be aware of that danger and as evaluators we should, as Dr. Jones so ably pointed out, bend over backwards to be objective.

In our own experience, I can happily say that the team led by a very eminent Chairman was thoroughly objective. I trust that the experience of every member will be.

CHAIRMAN NYQUIST: I wish there were time for me to say something about the next spokesman. He will speak for "The Team Chairman's Definition of an Effective Evaluator." I have said recently and I will say it again: I cherish with all my heart the friendship and association with Millard Gladfelter, Provost of Temple University, the Vice Chairman of your Commission. I wish he had time to draw from his repertoire of Pennsylvania Dutch jokes.

DR. MILLARD GLADFELTER: Mr. Chairman and fellow evaluators: No one has ever appeared on a program in a more opportune time. If it would not be improper, I would say that I should like now to announce a cocktail party to which we will invite the sixty or more persons who will come to our school two weeks hence for an evaluation.

I therefore hasten to state that all I am about to say does not apply to any of the persons whose names appear on my list. Some of us have been together to far distant portions of the empire of the Middle States Association, where you need not wear shoes, and others of us have slept together in women's dormitories—the men, I mean—and nearly all of us have tried to eat the food which many institutions could not afford to serve us. These are some of the requisites that go with being a good evaluator.

I look about here and would estimate about two hundred persons to be in this room, and if I counted our time (and I think most of us would say our time is worth about \$100 a day) one can readily see what great professional service is here, which we give regularly. Of course, I don't expect any bill after you visit us two weeks hence.

All of us together, I think, have searched ourselves many times with respect to the observations we have made and the paragraphs we have written about the institutions we visited. Each of us has come away from every campus feeling that he has a solemn responsibility to render a professional judgment which will be valued by the colleagues whom he met back on that campus.

Therefore, I am going to take brief minutes to speak of four important qualifications it seems to me one should find in every evaluator. The first is that he should understand the purpose of the evaluation. We always have one, two, three or four persons who have never been on a team before. This is good for we are constantly introducing more people into the process of determining what is good higher education. But it takes the initiate two days sometimes, or at least two sessions, to determine what he believes to be the purpose of evaluation. He has to learn that it is not an exclusive downtown eating club to which membership is restricted to those who wear certain kinds of ties or button their double breasted suits on the right or left side. He has to learn that it is the purpose of the Association, not to keep institutions from the list, but to include those who deserve membership on the list.

He has to learn that it is the purpose of the Association to encourage those who do not qualify at the outset for membership on the list, and likewise to help those who are on the list to improve their practices in order that they remain in the company of the Association. He has to learn that it is the purpose of this Association and the Evaluating Committee to look at any institution as one that should be encouraged to obtain the potential for membership.

The second characteristic which I think is indeed very necessary to enable one to render judgment on another institution is that he has some personal convictions about the place of higher education in our society;

whether he is a rightist or leftist or middle-roader isn't really the important thing, but that he knows where he is on the road, and is also moving ahead on the road. If he is going down the wrong street he will soon find he has come to a dead end and will come back and join the crowd. It is very interesting for me to walk down the campus with some evaluators who haven't been in company of this kind and say, "I seem to be a minority here in what I think or say." I presume if they have been on two or three evaluations they find comfortable ways to join the majority. Not that they should—maybe they should stay with the minority—but at least they should have a conviction so when they get up in the meeting at least once in a while someone looks foolish. We can't all appear to be too wise, and it usually happens that in each evaluation some person is being indoctrinated or inducted.

In the third place, he should, as someone has said previously, be as free of bias as possible. This is not easy because all of us have been associated with institutions that have patterned our thoughts and our behavior and our outlook, but our biases can extend into methods of operation and organization, and this can become harmful. There is no one best way for doing something. It could be dangerous to have a particular attitude with respect to the perfect organization for an institution. Certainly some institutions can administer their affairs better by having an organizational chart of a particular kind, and others might do very poorly with a chart of that kind. An institution might have had an unfortunate President or might have had an unfortunate experience with an alumnus, and one could go conditioned because of this experience. It is very difficult, yet very necessary for the evaluator to divest himself of the biases that so frequently accompany us.

Then he must pursue his inquiry not with suspicion, but with a kind of imaginative desire to know whether or not this institution has found a better way for doing something. An evaluator occasionally assumes the role of a policeman or an inspector, and in so doing he becomes more and more suspicious of every activity on the campus. It has been a wonderful experience, however, to be with committees in which persons who come to that second night's meeting speak so interestingly of the exciting things they touched when they felt the pulse of a campus, in company with the shortcomings of that institution.

Now, there is a fourth requisite which every chairman covets, and that is that the evaluator should know when to speak and how to write: this is an important kind of literacy. I think it is in Proverbs that it says: "It is the mouth of the just that bringeth forth wisdom." Then a few chapters later it says: "A fool's mouth is his destruction."



The evaluator who goes on the campus is generally regarded as "the mouth of the just that bringeth forth wisdom" and that which he says is remembered. It doesn't matter much to whom he says it. It is only remembered in a different way. Some remember it with more paragraphs and others read other meaning into it. So one of the nice attributes of an evaluator is that he measures his words and remembers that for the time being he is the expert, which someone said was a word of two syllables: the first, "ex," which means away, and the second, "spurt," a drip under pressure.

Then finally he must be someone who can write, because our observations must be recorded—and some of us have read treatises which sound like dissertations for some kind of Master's degree. What a blessing it is to receive the short paragraphs which describe the situation in kindly tones and speak of the man's work rather than of the man. Frequently one must go through a report and pencil out the personal references, for it is our duty as evaluators to write of the man's work rather than of the man himself. And certainly the Chairman who must edit the report is very jealous of the team member who can read directions. It is very simple, of course, to follow the outline which Taylor Jones and the Commission prepared for the use of evaluators, and in following that outline the final report is easily collated.

Finally, as Joe said, the two or three days one gives for this work are sometimes compensated by a sense of humor on the part of members of the team and the fact that the fellow who sleeps next to you doesn't snore.

CHAIRMAN NYQUIST: I should like to call on a very capable member of our Commission now, Edward K. Cratsley, Vice President of Swarthmore College, a person who I think has one of the keenest minds for evaluation and certainly is a whiz on the financial aspects of higher education.

MR. EDWARD K. CRATSELEY: I too am one of those on this panel who did not believe when I left to come to Atlantic City that I was to be called upon to say anything, but in talking with Dr. Gladfelter we agreed that there might be something that we might divide between us.

I noticed in Jack Adams' final list of characteristics—or at least I thought he omitted one of the basic tenets of scouting, which I, of course, have always thought was important, and that is the term "thrifty." I am known as one of the Chairmen who emphasizes that as a desirable attribute of an evaluator.

Actually, of course, I subscribe completely to every one of the points that Millard Gladfelter has mentioned as the essential requisites of an effective evaluator. There is one additional point, a practical one, which I think



is fundamental to anyone undertaking this particular role, and that is a sense of devotion to the task. When one accepts an evaluation assignment, it definitely does call for a full measure of devotion and conscientiousness. I don't think that anyone should approach an evaluation assignment in any spirit other than that. It is not a pleasure trip, but it really can be a pleasure, as most of us know. We certainly look back upon these evaluations as high spots, and yet fundamentally it is a job that we have undertaken.

We have undertaken it voluntarily and all of the others who are on the assignment with us are there in the same role. As a result, I think we must recognize that there is a duty that attaches to each one of us when we undertake these assignments. This involves reading the material before we get to the institution. Let us remember that the home institution has gone to great effort to prepare the reports. Granted those reports are prepared primarily and fundamentally for their own use, they also are the first step in the evaluation process insofar as the committee is concerned.

Reading them in advance, knowing them, understanding them brings to the very first meeting of the team a basis for conversation, for discussion, that is essential. This is particularly true if we think of the limited time that our committees spend actually on the campus. It is only through careful preparation that we can make effective use of that time.

During the visiting period also we need devotion to the task, because, again, the time is very short. There are many people to see, many questions to be asked and answered, points to be explored and followed up.

Then there is the preparation of the report itself. Dr. Gladfelter has commented upon the characteristics of the report. The fundamental one is completing it, getting it done, and getting it in to the chairman so he in turn can go complete his job.

It is part of the whole philosophy of our evaluation process to have a give-and-take, so that in visiting another institution we bring back something to our own. Your devotion benefits the institution from which you come. Moreover, there is a very real personal interest and self-benefit that comes from devotion to the task. I know that as a chairman this is one of the characteristics which I certainly regard as fundamental in importance all the way through.

CHAIRMAN NYQUIST: I am sorry we have run so long. We tried to keep it down as best we could. Every one has been brief, but this was unrehearsed. I hope that in future years we can arrange for a greater amount of time for this period.

This is supposed to be a workshop conference. All the people here have done the work and we haven't given you an opportunity to discuss,

but I would like to take a few minutes to run through a few remarks that I have prepared, if I may.

I want to explore the topic of our program from a completely contrary angle, that is to say "The Definition of an Ineffective Evaluator." I think our people have been much too kind. I speak as a chairman and I know I speak for institutions. We select our evaluators with a great deal of care, but obviously one cannot control human behavior and in taking this approach, which is negative, I grant you, I do so only to treat a very serious subject with a little humor. You must accept these remarks in good grace and in the spirit in which they are offered.

I shall draw extreme types, and I am as confident as you are that quite probably extreme types of ineffective evaluators are rare or do not exist at all. At any rate, these remarks should not offend you because you would not be invited to this conference if any of you had been considered, according to the files in our Commission office, ineffective evaluators.

With these assurances and advance apology, I shall proceed with my remarks. Each person who serves as an evaluator, whether or not he conceives of himself or even truly is an expert in the area of evaluation he represents, is quite likely to be regarded as an expert by the institution being evaluated.

Having used the word "expert" I can't resist telling you two definitions of an expert which always help me to keep my feet on the ground. The first definition points out that an expert is an ordinary person away from home; the second defines an expert as a person who avoids all the small errors as he sweeps on to the grand fallacy.

Now, as to type 1, the *hyper-critical*—this is the evaluator who runs the details, is excessively exact, and can find nothing good in an institution. His evaluation report is so cluttered up with small things and so overly critical that any point he has to make is lost in a morass of trivia, or else is rejected by the institution concerned simply because it is outraged. Every institution, no matter how incompetent, has something good in it.

The report of the hypercritical type of evaluator constitutes a headache to the chairman and must always be rewritten. Candor and fairness must characterize our reports and observations. Controversial items and points severe criticisms are in order must be double-checked. And I hope all of us look for and comment on in our reports the commendable things we find.

Type 2 I have called the *gutless wonder*. Many of you are acquainted with man who either cannot make up his mind or who talks big and writes small. He is the evaluator who cannot make decisions about what he sees, or else does have strong convictions which he reports orally to his team members but loses his courage when it comes to making his written

report. His report is always a disappointment because it contrasts with the impressions a chairman receives when he has his round-up conferences with his team members during the evaluation. This evaluator always creates a big build-up and there is inevitably a resounding let-down.

Type 3 is the *hypocritical*. As the word implies, this is the pretender to virtue or piety who was never half as good as he thinks he is or the institution he comes from is. He overrates his own experience; he evaluates and compares everything in terms of his own personal or his own institution's prejudices, and quite clearly has all the answers. This kind of approach is fatal to an evaluator. It is quite obviously to the final report. This person always loses sight of the fundamental terms upon which any evaluation of an institution is based: an examination of the purposes and objectives of an institution and how well it accomplishes them. It reminds me of the definition of an eager beaver—the person who, having lost sight of his objective, redoubles his effort.

The ability to divorce yourself as an evaluator from the environment, the competence and the purposes and objectives of the institution which employs you, and, on the other hand, to assume an emphatic understanding of the institution being evaluated is what each evaluator is asked to accomplish in being assigned to an evaluation team. You must be able to transcend your own experience.

A fourth type is the *extrovert*. This person can be competent as an evaluator, but during an evaluation he spends so much time making department heads, faculty members and administrators feel good about their own critical situation that he fails to make the observations he should or beclouds the facts he has learned because he simply does not want to hurt anyone's feelings.

He is certainly an outgoing person, because inevitably nothing comes in when his evaluation report is filed. Inevitably, too, certain observations in the final report and recommendations of the Commission come as a shock to the institution concerned. One must be just as careful in offering commendation to the members of the staff in an evaluated institution as one is in making criticisms and pointing out weaknesses.

The extrovert is not unlike the next type, whom we call the *gullible*. He confuses opinions and impressions with documented facts. Not infrequently institutions have reported to me that they were surprised to see either no comment or favorable comment on areas where glaring weakness existed. Presidents have told me that they did not understand how an evaluator could have been fooled by a department head or a dean or a faculty member.

Another type is the *illiterate*. He is perfectly competent and often impresses his team members with deep insight and understanding when reporting orally. The trouble comes when he turns in his written report. It always has to be rewritten, sometimes even for good English. All is not lost, but I can tell you that great expectations are diminished by a report which would not receive a passing mark in a Freshman English course.

My next to the last type is what I unhappily call the *egghead*. That term is not popular these days, but I saw an egghead defined recently in such a way as to give it some charm: an egghead is a person who does not understand all he knows. This evaluator usually demonstrates this point in the written report when correct observations are made but either the wrong conclusion is reached or else none is drawn. I can tell you that a chairman is unhappy with this type of report.

My last type I have left unnamed because there is no one term which can define it. I want to be perfectly serious. Some of us who have served as chairmen of evaluation teams and who have served as chairmen and members of the Commission in particular have had several experiences which testify to this category.

I think I can describe this type by saying that he lacks educational morals and violates rules of propriety. He probably would define a secret or a confidential matter as something which he will tell only if the other person promises that the people he informs will not tell anyone else.

Fortunately, breaches of confidence, as reported to the Commission, are few and we do not often experience impropriety on the part of our evaluators. The few cases in this last category which have occurred, though, have been such as perhaps resulted in an oversensitiveness of the Commission. We had one case, for instance, where the evaluator during the period of the evaluation attempted to hire a faculty member for employment in his own institution. In another case of an institution which was not very competent and which, in fact, never became accredited, an evaluator on his own initiative, before the Commission met and without knowing what the final recommendation would be to the Commission, divulged to the newspapers the fact that the institution would be denied accreditation. I can assure you that the headlines in that town were something to behold, because this particular case involved political and religious matters.

For my closing remark I should like to describe a successful evaluator as Tacitus is reported to have described a successful politician. He is a person who is neither above nor below the affairs he deals with, but is simply equal to them.

We will now throw this open for just a few minutes. Does someone have a question?

MOTHER ELEANOR O'BYRNE: Chairmen can be awful pests. How do you take care of Chairmen? Team members can get into very trying situations. How can they get redress?

CHAIRMAN NYQUIST: Mother O'Byrne is a member of the Commission and shouldn't have asked the question.

FATHER ROONEY: I don't know if I understand that question, but isn't the answer to that there is always the possibility of an appeal to the Executive Committee?

MOTHER O'BYRNE: Seriously, to make a team go we have been stressing what the evaluator should do. But I think they are often stuck with a communication trouble with the Chairman. Actually I think it would be helpful for a group like this to hear what they could do. Would they get in touch with Taylor? He can then converse with you, because I think communication is terribly important in this thing to keep it objective.

CHAIRMAN NYQUIST: I think one way is to write your report as vigorously as you can, what you believe. We have had some instances (and I am glad to say they are rare) where Chairmen are such as has been implied by Mother O'Byrne, but the Commission is not easily fooled. That is about the only answer I can give to that.

I think that if any evaluator felt that justice was not being done it would be easy to communicate, as Mother O'Byrne suggested, with the Commission. On the other hand, I am very confident that in the overwhelming number of instances it would not be a difficult task to establish a rapport with the Chairman some way to get your point across.

I don't know, Mother, how else to answer that question.

MOTHER O'BYRNE: Thank you, but that is just the point. I am really speaking as the devil's advocate. I think that teamwork is the thrilling thing in evaluation on both sides, but I do think if communication has to be established people ought to try fearlessly to maintain it.

CHAIRMAN NYQUIST: Absolutely. And strength comes in that teamwork and in a united viewpoint for presentation to the Chairman.

MR. JONES: May I say something on this point? The Chairman is always chosen from the group of people who have had a good deal of experience, who have been watched closely by the Commission in previous evaluation. At the end of every evaluation, as I suppose you all know, the Chairman rates the members of his team in a very confidential way, which is extremely important for the next year's selections. It is just as important, to me at least, as I try to carry out the Commission's wishes, to know from you who are members of the team how well your Chairman functioned. You might as well be perfectly candid about it. I talk as much as I can

to the members on the team: "How did it go?" I don't often ask directly about the Chairman, but I do try to get their feelings about him from the President of the college visited, from faculty members, from team members.

MR. CARTER DAVIDSON: I came into the Middle States from the North Central Association, where I heard a good many criticisms of the Middle States method on the basis that we use too many people and none of us really has enough experience to become expert. A good many of us are in two evaluations a year at the most; many of the members of our teams serve perhaps every other year, or something of that sort.

How do the members of the Commission and how do members of the evaluating groups here feel as to the relative merits of these two techniques? Do they really feel that the democratic method that we practice of having many people participate in the evaluations is a better method of arriving at the total impact on the institution than it would be to have a smaller group becoming more intensive evaluators on an expert level?

CHAIRMAN NYQUIST: Are you addressing that question to one in particular?

MR. DAVIDSON: I will address it to you as Chairman of the Commission.

CHAIRMAN NYQUIST: I was about to deflect it in some other direction. Is there anyone, seriously, who wishes to respond to that question?

I think for myself I would say that, admitting that employing people sometimes who have never served before, and that no one really becomes an expert, even over a long period of time, you must put the matter in its proper context. The evaluation visit is only one of three or four parts in considering an institution. Obviously one of the most important parts, if not the most important, is its self-evaluation. This doesn't mean that the visit is unimportant. You must remember also that the Commission is a body of people who have had long experience and who, in spite of some mistakes that are made, quite often can put an evaluation which may have had weaknesses in its proper place. I think it is better to have a group of people who work as a team, even granting that there may be soft spots or inaccuracies once in a while.

MR. SEIDLE: You mentioned, but I think it should be emphasized a little more, that the Commission reviews our reports. The members of the Commission are all educators of years of experience and represent different kinds of institutions. It seems to me that that does place the report of the evaluators in a different light.

FATHER GLOSE: I sometimes wonder if we use enough actual teachers on our teams. They are for the most part administrators. Teachers may be able to give another point of view which would be very good.



CHAIRMAN NYQUIST: Your point is well taken, and if I am not mistaken (Mr. Jones can respond to this) I have seen in eight years on the Commission a trend toward including more faculty members. As you know, we work in conjunction with professional accrediting agencies of specialized interest, and overwhelmingly their representatives on our teams are faculty members.

MR. JONES: I was a little more sold on this point of view a couple years ago than I am now. We have shifted somewhat, as Joe said. We are using more teachers and professors on our teams than we did several years ago, but not always with the most happy result. The fact is that not a great many department heads, even, have the breadth of view that you need on a team. I know that some of you are department heads and are professors, but you are the exceptions. Keep in mind also that few deans, indeed, began as deans. They began as teachers. Few Presidents are professional Presidents, so to speak. They were teachers. They had experience in the class room—maybe a little, maybe a great deal; some are still teaching.

CHAIRMAN NYQUIST: I am sorry we have to close now. It's been a long day for everyone. Next year we promise you more participation. Thank you.

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## EVALUATION OF SECONDARY SCHOOLS

Friday, November 23, at 4:30 P.M.

R. D. MATTHEWS

More people wanted to participate in the workshop on evaluations in secondary schools than could be accommodated in the room which was available. Those present requested that a similar meeting be planned for 1957 and that a larger room be secured. Some preliminary plans for the revision of the Evaluative Criteria were discussed. It was suggested that a selection of a basic set of materials appropriate for all secondary schools might be made from the present materials, and any omitted sections together with any new materials might be included in a supplementary set of materials which could be used by a school when appropriate. These supplementary materials might include such areas as Agriculture, Distributive Education, Core Program, Religion, and Audio-visual Aids.

In answer to a question about class load, it was pointed out that when quantitative standards were used by the Commission on Secondary Schools of the Middle States Association, class size for most classes was not expected to be greater than 30 and no teacher was to have more than 150 pupil-periods per day. It is hoped that teaching situations under present standards would not be less satisfactory except in emergencies.



## DINNER SESSION

*Scientific Manpower and Education*

SAMUEL M. BROWNELL, *Superintendent of Schools*, Detroit, Michigan

Amid the threatening overtones of the so-called Cold War, comparisons between the United States and the Soviet Union are probably inevitable. The press is full of reports of the relative strength of air forces, nuclear weapons and Olympic teams. Without meaning to detract from the seriousness of the situation, we are engaged in a competition of unprecedented proportions and significance which often appears to be a global case of "keeping up with the Joneses." It would appear we are determined to best the Russians in each and every sphere of human endeavor, regardless of its relative importance or unimportance.

The extent to which we have carried (or have been carried by) this spirit of competition is, I think, well illustrated by some experiences in connection with the contemporary Olympic games. Our amateur athletes have on a number of occasions been in competition with Soviet athletes whom we believe to be not properly designated as "amateur."

Now, we as a people have long held a deepseated conviction that there was in amateur athletic competition an experience to be gained and values to be developed which were of true significance to our way of life. This has been expressed over and over again—by Prime Ministers and Presidents—throughout the English-speaking world.

"To play the good game" or to "hit the line hard" have always been meaningful phrases to those who believed in the spirit of amateur competition. "It's not the score that counts, but how you play the game," as one writer put it. We are a nation which gasped collectively at the cynicism of a remark made by a prominent figure in professional sport to the effect that "good guys finish last."

How, then, does it come about that as a result of a series of competitions and some defeats by virtual professionals we have heard suggestions that greater emphasis and more funds, perhaps even governmental subsidy, should be directed toward the single goal of beating the Russians? Has the intrinsic value of amateur competition suddenly diminished? Or, have we really been persuaded that "it's not how you play the game that counts, but whether you win or lose"?

I recognize full well that the national honor is involved, but the question is whether our honor rests upon a principle of amateurism or depends upon the impression we make in a box score.

My answer is this: We have not really surrendered our faith in amateur athletics. But we have—and I count this a serious charge—been momen-

tarily shaken in our faith by a failure to appreciate fully the profound and the true and the lasting values of our way of life. We have momentarily been seduced by a superficial conception of value. We have fallen into the very human error of thinking in terms of short-run competitiveness at the expense of long-range objectives. I have used this illustration in sports. Perhaps it is equally applicable in other areas.

President DuBridge of the California Institute of Technology has put it this way:

"... I feel that a good many Americans are getting a little sick of hearing the argument that we must do this or that just because the Russians are doing it. What the Russians are doing may be very important in deciding what we should do—but to conclude that we must always copy what they do may be fatally wrong.

"Now we really know this. We don't send thousands of people to concentration camps just because the Russians do. Nor do we deprive farmers of their land to fulfill a social theory. And we do not deprive men and women of the comforts of daily living in order that all raw materials, labor and productive capacity may be devoted to building a military machine. In these and other things which destroy the initiative or freedoms of the people, the Russians, you might say, are 'ahead of us'—and we are glad of it.

"But how often the newspaper headlines blaze with that dread phrase: 'The Russians are ahead of us' in something or other. What does it mean? 'Being ahead' implies some kind of a race in which the two contestants are on the same track and going in the same direction. If instead they are on different tracks or are headed in opposite directions, who is to say which is 'ahead'?"

May I talk with you today briefly about my concern lest the same kind of myopia affect our conception of educational values? I fear that current concern about the relative output of scientists and engineers in the Soviet Union and in the United States is calling forth proposals which would in their effort to meet short-run competition do serious damage to the principles by means of which we have defined our cultural goals. In the long run, they might even defeat the purposes which brought them into being.

Please do not misunderstand me. I recognize fully that the objectives of our foreign policy require that we give utmost attention to our relative position of economic and technical strength, and I am well aware that there is an unmet demand for trained personnel in many critical technological areas. My only point is that we must not be hastened by a sense of competitive panic into doing things which will have harmful effects upon our educational

system and, ultimately, upon our culture. I would say simply that we must on occasion stand off from our current manpower problem and consider it in an unemotional atmosphere and in the full perspective of our national objectives and aspirations.

It is helpful, I think, to improve our perspective, to understand as best we can the true condition of Soviet education, as well as our own. Let me take just a moment to say a few words about the Soviet training of scientists and engineers as I understand it.

The Soviets have for more than thirty years followed a conscious policy designed to overcome the scientific and technical advantage of the west. Their chief means of enlarging their scientific-technical manpower resources has been through the development of a system of education heavily weighted in favor of those fields in which current national needs have been greatest.

The educational system, under the control of the Party and government, has been directly responsive to national needs. Under the first five-year plan, for instance, the Soviet emphasis on the need for industrial development was reflected in engineering enrollments which rose from 62,800 in 1929 to 233,400 in 1932. This required dramatic increase in teacher enrollment and facilities for teaching to meet needs in this area.

While Russian educational statistics are not readily available and are difficult to interpret, it is apparent that the Soviets have made great progress toward their goal of compulsory education. It is estimated, for instance, that some 90 percent of all fourteen-year-olds are enrolled in school, and about 80 percent of all fifteen-year-olds. Education at all levels is very heavily weighted in favor of science, mathematics and other basic courses, with no choice of subjects residing with the students.

The ablest products of Soviet secondary schools are given strong incentives to continue their studies in advanced institutions, with the government providing free instruction to all and funds for room, board, clothes, entertainment, books, et cetera to approximately 80 percent to 90 percent of students at the college and university level.

Control over the course of study pursued by Soviet students is exercised in a variety of ways. Most notable of these is the policy of increasing fellowship allowances to those in needed fields, while reducing allowances for those in non-critical areas. Another is the policy of granting draft exemption to those whose training the State wished particularly to encourage. Also, the government is in a position to lend added prestige and salary to those occupations it is fostering for the sake of the Soviet economy and the Communist cause.

When I last checked, about three months ago, the teachers of basic courses in Soviet schools, for instance, had a base pay which ran about 15

per cent higher than that of teachers of less important subjects. An engineer in a small industrial plant (at 1600 rubles a month) and a teacher of secondary science (at 1400 rubles a month), for instance, were well above the average earning level of semi-skilled labor (at 400 to 500 rubles a month).

Within this general pattern of national control and direction of Soviet education, a notable re-emphasis of scientific and engineering education has taken place in recent years. The annual number of engineering graduates rose from 30,000 in 1951 to about 40,000 in 1953, and some 53,000 in 1954. The number of graduates in all scientific fields is estimated to have risen from 70,000 in 1950 to more than 120,000 in 1956.

These figures would seem to indicate a major Soviet effort to outdistance the west in the race for scientific and technical supremacy. In 1955, 60 per cent of full-time Soviet students graduated in scientific technical fields, indicating a great national emphasis in this area.

In the United States a high postwar enrollment in scientific and technical fields due to large veteran enrollments decreased sharply as veteran enrollment decreased. During the same period Soviet enrollment has risen sharply. It must be kept in mind that the Soviets are still working to overcome a western advantage in these fields.

Despite their larger population (its exact size is unknown), the Soviets appear to have a scientific-technical manpower force just about the same as ours—1.2 million. In research and teaching the Soviets have only about two-thirds the force of the United States (175,000 to 265,000), and in research alone they have only about half the number we have (120,000 to 240,000).

Still, the application of such a force of scientific and technical workers to an economy which is but one-third the size of the United States economy augurs a rapid development. It is recognized that the Soviets are hindered in this development by a shortage of technicians at the sub-professional level, and it is to be expected that this aspect of their manpower training program will be given high priority in the near future.

Now let us contrast this compact, tightly controlled, uniformly subservient system of education with the direction and control of American education which rests in the hands of forty-eight state governments, the school boards of some 59,000 independent school districts, and with a great variety of private and religious agencies.

Inherent in this difference lie both problems and potential for the United States. One great strength of American education arises from the popular support which grows from widespread citizen participation and control, and we have long felt that this diversified control of schools is a fundamental safeguard against central control over the minds of our people. It also permits a large degree of freedom for individual schools and institutions

to make progress without waiting for similar growth in all others. At the same time, this must be voluntary, based upon belief that it is desirable progress.

Here is our present situation in the United States. There are approximately 40 million Americans enrolled in formal educational institutions: 29 million in elementary schools, 7,700,000 in secondary schools and 3 million in colleges and universities.

Those who are concerned with science and mathematics instruction have directed their chief current interest on secondary and higher education, so let us look at the existing situation there. To provide this education there are approximately 25,000 public secondary schools in the United States, and 3,000 private secondary schools. There are 1,858 institutions of higher education.

High school and college age population currently is relatively small compared to what it has been and what it soon will be, but despite this trough in eligible students enrollments have risen both in total and in terms of the percentage of the population in these age groups.

In other words, the fourteen to seventeen-year-old population of the United States is smaller than it was in 1933-34, but despite this total secondary school enrollment has increased. Secondary school enrollment in the sciences and mathematics has also increased, despite the population dip.

The enrollment in chemistry constitutes 32 percent of the eleventh grade enrollment, the year in which this course customarily is offered. The enrollment in physics was equal to 23.5 percent of the twelfth grade enrollment. Those who quote figures as to the large percent of high schools that do not offer chemistry or physics frequently fail to also note that while about half of the high schools in the United States have enrollments below 200, these high schools in their total enrollment constitute a small portion of the secondary school enrollment.

There is also a decided increase in enrollment in higher education under our system of free education the past several years and projected ahead. There was a drop in enrollment occasioned by World War II, a large postwar increase accounted for by returning veterans, and a temporary decrease following the veteran bulge.

While the 18-21-year-old population of the United States is markedly smaller than it was before World War II, it is expected to increase sharply from about 8 million now to almost 12 million in 1965.

Resident college enrollment is expected to rise from slightly less than 3 million now to about 5 million in 1965. The percent of this age group enrolled is expected to increase from 37.5 percent to more than 40 percent in 1965.

All of this has a bearing on the science-engineering problem. The number of college-trained scientists and engineers is expected to rise markedly as a consequence of impending enrollment increases. Engineering degrees rose sharply in the postwar period when veteran enrollment strengthened those fields which are elected predominantly by males. (Virtually no degrees in engineering are awarded to women.) Enrollment in engineering programs has increased more rapidly than has total college enrollment.

The decline in engineer output following 1950 definitely now has been reversed, and United States Office of Education projections show an increase from 23,000 engineering bachelor degrees awarded last year to an estimated more than 50,000 by 1964.

Technician training is increasing, also. Technical institute graduates have increased from 11,000 in 1954 to an anticipated 14,300 in 1956. Enrollment in trade and industrial courses in the vocational education program, which includes about fifteen percent technicians, has increased by 60 percent since 1945.

These facts taken together indicate that in a situation of depressed population at the high school and college levels, enrollment in secondary and higher institutions has risen somewhat and the proportion enrolled has increased significantly. With much larger population supply in immediate prospect, enrollments in all fields can be expected to rise markedly. The increase in engineering and science programs would appear to be likely to increase more rapidly than in most other fields.

How rapid and how great this increase will be depends much on our providing adequate facilities and instruction for these increased enrollments. It will call for a much-increased nationwide effort in these educational areas if the needs are to be met.

In addition to the foregoing, there are certain other factors which should be noted as dependent upon further strengthening of the American educational system. We are able to note an increased retention rate in the public schools. This is shown in the fact that the proportion of those enrolled in the fifth grade who stay in school through high school graduation has increased significantly in the last decade. Ability further to reduce dropouts of those who have ability to profit from added schooling is closely related to certain basic cultural problems which will require long-range social adjustment.

In addition to the factors of sex, color and geographical location, economic status is important. A recent Illinois study indicated that 72 percent of those who withdrew from high school before graduation came from low income families. Scholarships are probably not as significant for such persons as are changes which affect the total family income.



The supply of teachers, which is an important limiting factor, we can see will be aided materially by the increased college enrollments in the near future, for the enrollment of persons preparing to teach is increasing more rapidly than the increase in total college enrollment. You see, our current school problem is greatly aggravated by the fact that a marked increase in national population appears first in the form of higher enrollments in the elementary schools long before the same population increase enlarges the pool from which we can draw teachers. By this I do not mean that the teacher shortage problem will soon be relieved, but it appears that we can see improvement ahead rather than ever-increasing worsening of the situation.

As related to the specialized fields of science and mathematics, the demand for new teachers is a continuing one. Teachers are needed for increased enrollments as far ahead as can be seen. The number of college graduates prepared to teach science in 1954 (3,754) was almost equal to the demand for full-time science teachers, but only about 50 percent of the total hired to do some science teaching—on a full-time or a part-time basis. Thus, the number who entered teaching met only about 50 percent of the full-time demand and 25 percent of the full-time and part-time demand.

It has been estimated that 1956 graduates have filled 71 percent of the full-time science teaching positions and 35 percent of the total science teaching positions this fall. The situation is not good, but it is getting noticeably better.

One of the outgrowths of the shortage of science teachers is that teachers meeting less than standard requirements must in many instances be engaged to fill science vacancies. This is true at a time when it can be said that public school teachers generally are better qualified for their work than ever before in our history. In 1949 only 47 percent of elementary school teachers held college degrees; that is now up to 69 percent. Virtually all high school teachers now are degree holders.

There are certain conditions, however, which indicate strengthening and improvement of the science teaching situation in American schools that we also should note. Greater availability of science education facilities has strengthened American schools. The trend of consolidation of small school districts has reduced the number of small secondary schools which are least able to offer adequate instruction in the sciences. The number of school districts in this country has been reduced from some 117,000 to 59,000 in the last fifteen years. The School Facilities Survey reports an anticipated reduction of 24,000 in the number of school centers in the United States by 1959. The 23 percent of public secondary schools which offer no instruction in chemistry and physics now enroll only 5.3 percent

of the pupils who would normally take these courses. There are still 53 percent of secondary schools enrolling less than 200 students.

Better utilization of teachers would be possible through the consolidation of schools. At present 45 percent of the full-time science teachers in the country must teach all the science courses offered in their schools single-handedly; another 26 percent share the load with one other teacher. Only about 16 percent teach exclusively in the fields of biology, chemistry or physics. Our science teachers are required to be jacks-of-all-trades.

The solution to the problem of increasing and improving scientific manpower is thus not just a matter of exposing more pupils to more hours of sitting in science classrooms, or of giving them longer assignments and being more rigid in the examinations. It involves opportunities for more pupils in high school to have rewarding and challenging tasks in science and mathematics of the kind that build their confidence and desire to go on to the next and more advanced possibilities, as well as to develop their mathematical and scientific competence.

It involves recognition and encouragement by the colleges of scientific potential, willingness on their part to make the individual adaptations to some students less well prepared, but potentially able, and for colleges to provide opportunities which permit those of talent and well-developed competencies to forge ahead at full speed.

In addition to what science teachers and guidance personnel may do to influence thinking of students concerning science careers, there is the important influence of parents and the general public. This involves the extremely difficult process of changing a widespread, long-developed impression by many parents and students that mathematics and science are somehow especially tough and are subjects more for men than for women. We know that competence in any advanced field of learning requires rigorous and exact thinking. We know that women are just as able as men in their learning capacity.

A major question we face is this: What steps are being taken and what steps are important to consider in trying to improve education for technological superiority immediately and for the long-range?

There are many indications of growing public concern for the science education program of the United States and there are many evidences of activity which is designed to strengthen our position in this field. I would indicate, for example, provision by industry of fellowships, funds for workshops in science, and so on; professional organization activity such as that of the Future Scientists of America, which reaches more than 700,000 students, and the Science Clubs of America, with more than 16,000 clubs; action to improve science instruction by State Departments of Education;

and federal activities, such as the Atomic Energy Commission summer institutes for engineering teachers, National Science Foundation fellowship program and institutes for science teachers, dissemination of information on enrollment and trends in science and mathematics, and bulletins on science and mathematics teaching by the Office of Education.

In addition, two Presidential committees are now relating their efforts on problems in this field—the National Committee for the Development of Scientists and Engineers, and the President's Committee on Education Beyond the High School.

Let me, then, summarize briefly some of the information we have on the educational situation as related to the science-engineering manpower situation. Evidence indicates that there is an increasing annual output of trained engineers, technicians, scientists and teachers, and an increasing awareness in government, among professional scientists and by the general public of the national need for an adequate supply in these fields. This we must consider on the good side of the ledger.

For present and future needs we do not have enough people prepared in science, mathematics and engineering. However, we should also recognize that there is a shortage of trained persons for other professions, for business and for industry. There are not being trained enough people of talent, education and personal fitness to meet what are stated to be urgent demands in the national interest in many fields. This is serious, and on the bad side of the ledger.

The assumption that the high schools of the nation have not given sufficient emphasis to science and mathematics needs to be reassessed. The high schools are teaching more science and mathematics students each year. They will and must teach more. But any changes in emphasis and curriculum aimed to increase the supply of scientists should take into account present and future needs of the nation in all fields, must consider the physical, psychological and intellectual abilities of students, and must provide the resources for the schools to effect these changes satisfactorily. Just because we have an urgent need for scientists we cannot draft students and put them into twenty-four hour days of cramming them with science instruction.

In assessing the long-range science-mathematics needs of the nation, it is also important to be concerned about the quality and nature of the elementary education program in the nation. Students coming to high school from elementary schools need to have had qualified teachers who have provided a good foundation in arithmetic, science and learning attitudes and skills, and who have had suitable materials available for use in instruction. Pupils without such a foundation are poor prospects for continuing their interests and their

studies in mathematics and science as well as in the other subjects which are important to their education.

The well-educated and capable student in mathematics and the sciences customarily is the product of many teachers in addition to those who teach mathematics and science. It is important, therefore, that effort be directed to strengthening other elements of school programs as additional emphasis is given to teachers and programs of instruction in mathematics and science.

With control of elementary and secondary education exercised through about 60,000 local and state school boards, and with control of both public and private higher education the responsibility of individual boards of regents or other similar groups, changing programs in terms of the national interest can be achieved quickly and efficiently only with wide public understanding and concern for needed changes.

If we are to make the most of our human resources, provision must be made which will encourage students of ability to remain in school so both they and the society of which they are a part will benefit from their continued study. Improved programs of study, an adequate supply of qualified teachers, career guidance, social encouragement, and reduction of economic barriers are needed to stimulate and motivate able students to continue their education beyond the high school.

For those who choose to pursue careers in mathematics, science and engineering, their choice ideally should be the result of their interest and competence in the knowledge basic to success in further preparation for these careers. Once they have begun this study, it is important that they receive encouragement and motivation from those who furnish instruction and guidance for them. This calls for good teaching and good guidance at all levels.

Beyond what I have just reviewed, there is an intangible element which is fully as important to the development of adequate scientific manpower or perhaps of greater importance than the ones discussed. It is the element of belief of individuals that spurs effort, sustains hope and maintains cohesive action regardless of hardship.

In the assessment of the current and long-range strength of this nation and in the consideration of steps to improve the preparation of its citizens, we cannot afford to overlook or to discount the development of this aspect. Scientists and engineers who lack appreciation for spiritual values, a citizenry lacking in beliefs beyond mere survival, emissaries to other nations who are primarily concerned with what they can secure from them rather than what they can do to make living more significant and meaningful for them can

undermine and perhaps wreck the military and technological superiority we may have or develop.

It may even be possible that the preparation of missionaries, of philosophers, of teachers and of health specialists dedicated to improving the living of people in other nations should have equal or higher priority than the preparation of technicians. This we must consider when we consider what shall be done to strengthen education to provide adequate scientific and technical manpower.

It has been said that "Since the population behind the iron curtain is considerably larger than that of the United States, there is nothing to stop the leaders of the Soviet Union, if they are determined to do so, from raising the output of scientists and engineers above the American level. . . . It is possible for any country,, through compulsory powers or incentives, to increase substantially the number of trained people in any particular sector of life."

Another observer has said that the "Soviet educational goal is designed to meet the needs of the state, not the needs of the individual." This same observer has said that "The Russians now clearly are showing their long-term confident conviction that 'education by order' will defeat 'education by will'."

May I leave you with my expressed conviction that a system of education which reflects the free will of an enlightened people, and is based upon full knowledge of the people of where are the greatest needs of their society, will never bow before the forces of totalitarianism. This belief is under severe test. It will perhaps be more severely tested, but I think the evidence is on our side.





# Middle States Association of Colleges and Secondary Schools

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## LIST OF MEMBER INSTITUTIONS OF HIGHER EDUCATION

JANUARY 1, 1957

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### THE MEANING AND USE OF ACCREDITATION OF INSTITUTIONS OF HIGHER EDUCATION BY THE MIDDLE STATES ASSOCIATION

Accreditation by the Middle States Association of Colleges and Secondary Schools means that an institution of higher education so accredited has been evaluated by the Commission on Institutions of Higher Education and has been found qualified for membership in the Association which exists for mutual encouragement and helpfulness in the improvement of educational programs and facilities and the broadening of educational opportunity. The evaluation of an institution is conceived in terms of an examination of institutional objectives and the success with which those objectives are, in fact, fulfilled.

Qualitative standards are employed in an evaluation. The whole institution, including all instructional and non-instructional activities, is examined. Accreditation, when granted, therefore, is extended to the whole institution. This accreditation does not necessarily mean, however, that all constituent units of an institution are of uniform quality.

Accreditation does not constitute an unqualified recommendation that credits earned toward graduation from an accredited institution be transferred to meet requirements for graduation from another institution. Transfer of credits, in any case, should be determined by the colleges concerned in terms of the purpose and objectives of the institution which is to grant the degree, and the extent to which credit earned at another institution is appropriate to the articulated program leading to the degree in question. Accredited institutions are presumed and believed to offer commendable educational programs leading to the fulfillment of their own particular objectives. They are not necessarily presumed or expected to offer work appropriate to the purposes and objectives of all other accredited institutions.

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Beginning in 1954, the Commission on Institutions of Higher Education adopted a scheme of listing, where applicable, two dates after the name of an institution. The first date indicates the year of initial accreditation with the Middle States Association in whatever category that accreditation was granted. The second date listed represents the year of the most recent reaffirmation of accreditation as a result of a re-evaluation of the institution concerned. If only one date appears, it is the date of initial accreditation.

The original list was adopted in 1921, and institutions listed with a first date of that year are charter members of the Association. Engineering schools were first included in 1927, Junior Colleges in 1932 and Teachers Colleges in 1937, and all other professional, technical and specialized institutions in 1954. The city following the name of the college is the post office address as listed in the U. S. Postal Guide.

## I. INSTITUTIONS GRANTING BACCALAUREATE AND HIGHER DEGREES

COLLEGE	LOCATION	HEAD
<b>DELAWARE</b>		
University of Delaware.....(1921; 1954)	Newark .....	John A. Perkins
<b>DISTRICT OF COLUMBIA</b>		
American University .....(1928; 1951)	Washington 16 .....	Hurst Robbins Anderson
Catholic University of America (1921; 1947)	Washington 17 .....	Most Rev. Bryan J. McEntegart
District of Columbia Teachers College... (1943; 1953)	Washington 9 .....	Walter E. Hager
Dunbarton College of the Holy Cross..... (1940; 1952)	Washington 7 .....	Sister M. Mildred Dolores
George Washington University (1921; 1955)	Washington 6 .....	Cloyd Heck Marvin
Georgetown University .....(1922; 1951)	Washington 7 .....	V. Rev. Edward B. Bunn, S.J.
Howard University .....(1921)	Washington 1 .....	Mordecai W. Johnson
Trinity College .....(1921; 1950)	Washington 17 .....	Sister Mary Patrick
Washington Missionary College (1942; 1950)	Washington 12 .....	William H. Shephard
<b>MARYLAND</b>		
College of Notre Dame of Maryland..... (1925; 1950)	Baltimore 10 .....	Sister Margaret Mary, S.S.N.D.
Goucher College .....(1921)	Towson, Baltimore 4..	Otto F. Kraushaar
Hood College .....(1922; 1953)	Frederick .....	Andrew G. Truxal
Johns Hopkins University.....(1921)	Baltimore 18 .....	Milton S. Eisenhower
Loyola College .....(1931)	Baltimore 10 .....	V. Rev. Vincent F. Beatty, S.J.
Maryland State College.....(1937; 1955)	Princess Anne .....	John T. Williams
Morgan State College.....(1925)	Baltimore 12 .....	Martin D. Jenkins
Mt. St. Agnes College.....(1937; 1949)	Baltimore 9 .....	Sister Mary Cleophas Costello, R.S.M.
Mount St. Mary's College.....(1922; 1953)	Emmitsburg .....	V. Rev. John J. Sheridan
Peabody Conservatory of Music.....(1955)	Baltimore 2 .....	Reginald Stewart
St. John's College .....(1923; 1953)	Annapolis .....	Richard D. Weigle
St. Joseph College.....(1927)	Emmitsburg .....	Sister Hilda
St. Mary's Seminary and University (1951)	Baltimore .....	Rev. Lloyd P. McDonald, S.S.
State Teachers College.....(1953)	Frostburg .....	Lillian C. Compton
State Teachers College.....(1956)	Salisbury .....	Wilbur Devilbiss
State Teachers College.....(1949)	Towson 4 .....	Earle T. Hawkins
United States Naval Academy.(1947; 1956)	Annapolis .....	Rear Admiral Walter F. Boone
University of Maryland.....(1921; 1955)	College Park .....	Wilson H. Elkins
Washington College .....(1925; 1953)	Chestertown .....	Daniel Z. Gibson
Western Maryland College.....(1922; 1953)	Westminster .....	Lowell S. Ensor
Woodstock College .....(1944)	Woodstock .....	Rev. Joseph F. Murphy, S.J.
<b>NEW JERSEY</b>		
Caldwell College for Women.....(1952)	Caldwell .....	Sister M. Marguerite, O.P.
College of St. Elizabeth.....(1921; 1953)	Convent Station .....	Sister Hildegard Marie Mahoney
Douglass College .....(1921)	New Brunswick .....	Mary Alice Bunting
Drew University .....(1932)	Madison .....	Fred G. Holloway

COLLEGE	LOCATION	HEAD
Fairleigh Dickinson University (1948; 1951)	Rutherford .....	Peter Sammartino
Georgian Court College.....(1922; 1954)	Lakewood .....	Sister Marie Anna
Newark College of Engineering (1934; 1952)	Newark 2 .....	Robert W. Van Houten
Princeton University .....	Princeton .....	Harold Willis Dodds (after July 1, 1957: Robert F. Goheen)
Rider College .....	Trenton 9 .....	Franklin F. Moore
Rutgers University .....	New Brunswick .....	Lewis Webster Jones
St. Peter's College.....(1935; 1955)	Jersey City .....	Rev. James J. Shanahan, S.J.
Seton Hall University.....(1932; 1952)	South Orange .....	Rev. Msgr. John L. McNulty
State Teachers College.....(1937)	Montclair .....	E. DeAlton Partridge
State Teachers College.....(1938)	Trenton 5 .....	Roscoe L. West
Stevens Institute of Technology (1927; 1956)	Hoboken .....	Jess H. Davis
Upsala College .....	East Orange .....	Rev. Evald Benjamin Lawson
NEW YORK		
Adelphi College .....	Garden City .....	Paul Dawson Eddy
Alfred University .....	Alfred .....	M. Ellis Drake
Bard College .....	Annandale-on-Hudson	James H. Case, Jr.
Barnard College .....	New York 27 .....	Millicent C. McIntosh
Brooklyn College .....	Brooklyn 10 .....	Harry D. Gideonse
C. W. Post College of Long Island University .....	Greenvale, L. I. ....	Richard L. Conolly
Canisius College .....	Buffalo 8 .....	Rev. Philip E. Dobson, S.J.
City College .....	New York 31 .....	Buell G. Gallagher
Clarkson College of Technology.....(1927; 1956)	Potsdam .....	William Van Note
Colgate University .....	Hamilton .....	Everett N. Case
College of Mt. St. Vincent.....(1921; 1956)	New York 71 .....	Sister Catharine Marie
College of New Rochelle.....(1921; 1956)	New Rochelle .....	Mother M. Dorothea Dunkerley
College of Saint Rose.....(1928; 1953)	Albany 3 .....	Sister Catherine Francis, C.S.J.
Columbia University .....	New York 27 .....	Grayson L. Kirk
Cooper Union .....	New York 3 .....	Edwin S. Burdell
Cornell University .....	Ithaca .....	Deane Waldo Malott
D'Youville College .....	Buffalo 1 .....	Sister Regina Marie
Elmira College .....	Elmira .....	J. Ralph Murray
Fordham University .....	New York 58 .....	Rev. Laurence J. McGinley, S.J.
Good Counsel College .....	White Plains .....	Mother M. Dolores
Hamilton College .....	Clinton .....	Robert W. McEwen
Hartwick College .....	Oneonta .....	Miller A. F. Ritchie
Hobart College (Colleges of the Seneca)...(1921; 1953)	Geneva .....	Louis M. Hirshson
Hofstra College .....	Hempstead, L. I.....	John Cranford Adams
Houghton College .....	Houghton .....	Stephen W. Paine
Hunter College .....	New York 21 .....	George N. Shuster
Iona College .....	New Rochelle .....	Brother William H. Barnes
Ithaca College .....	Ithaca .....	Leonard B. Job (after Feb. 15, 1957: Howard I. Dillingham)
Jewish Theological Seminary of America... (1954)	New York 27 .....	Louis Finkelstein
University of Judaism.....(1954)	Los Angeles, Calif....	Simon Greenberg
Juilliard School of Music.....(1956)	New York 27 .....	William Schuman
Keuka College .....	Keuka Park .....	Katherine Gillette Blyley
Le Moyne College.....(1953)	Syracuse 3 .....	Rev. Robert F. Grewen, S.J.
Long Island University.....(1955)	Brooklyn 1 .....	Richard L. Conolly
Manhattan College .....	New York 71 .....	Brother Augustine Philip, F.S.C.
Manhattan School of Music.....(1921; 1950)	New York 29 .....	John Brownlee
Manhattanville College of the Sacred Heart .....	Purchase .....	Mother Eleanor M. O'Byrne, R.S.C.J.
Maryknoll Teachers College.....(1949)	Maryknoll .....	Sister Jeanne Marie, Acting
Marymount College .....	Tarrytown-on-Hudson	Mother M. du Sacre Coeur Smith, R.S.H.M.
Mt. St. Joseph Teachers College....(1951)	Buffalo .....	Sister M. Hubert

COLLEGE	LOCATION	HEAD
Nazareth College .....(1930; 1956)	Rochester 18 .....	Mother M. Helene
New York University.....(1921; 1950)	New York 3 .....	Carroll V. Newsom
Niagara University .....(1922)	Niagara Falls .....	V. Rev. Francis L. Meade, C.M.
Notre Dame College of Staten Island..... (1942; 1956)	Staten Island 1.....	Mother Saint Egbert
Polytechnic Institute of Brooklyn..... (1927; 1955)	Brooklyn 2 .....	Harry S. Rogers
Pratt Institute .....(1950)	Brooklyn 5 .....	Francis H. Horn
Queens College .....(1941; 1955)	Flushing 67 .....	John J. Theobald
Rensselaer Polytechnic Institute ..... (1927; 1956)	Troy .....	Livingston W. Houston
Rosary Hill College .....(1956)	Buffalo 21 .....	Sister M. Angela
Russell Sage College.....(1928)	Troy .....	Lewis A. Froman
St. Bernardine of Siena College (1943; 1953)	Loudonville .....	Rev. Edmund F. Christy, O.F.M.
St. Bonaventure University....(1924; 1953)	St. Bonaventure .....	Rev. Brian Lhota
St. John's University .....(1921; 1952)	Brooklyn 6 .....	V. Rev. John A. Flynn, C.M.
St. Joseph's College for Women (1928; 1952)	Brooklyn 5 .....	Sister M. Vincent Therese Tuohy, C.S.J.
St. Lawrence University.....(1921)	Canton .....	Eugene Garrett Bewkes
Sarah Lawrence College .....(1937; 1955)	Bronxville 8 .....	Harold Taylor
Skidmore College .....(1925)	Saratoga Springs .....	Henry T. Moore (after July 1, 1957: Val H. Wilson)
State University of New York.....(1952)	Albany 1 .....	William S. Carlson
Harpur College .....(1952)	Endicott .....	Glenn G. Bartle
College of Forestry.....(1952)	Syracuse .....	Hardy L. Shirley
Downstate Medical Center.....(1952)	Brooklyn 2 .....	Howard W. Potter
Maritime College .....(1952)	Fort Schuyler 61, New York City.....	Calvin T. Durgin
Upstate Medical Center.....(1952)	Syracuse .....	Wilfred W. Westerfeld, Acting
College for Teachers .....(1938; 1952)	Albany .....	Evan R. Collins
College for Teachers .....(1948; 1952)	Buffalo .....	Harvey M. Rice
Teachers College .....(1952)	Brockport .....	Donald M. Tower
Teachers College .....(1948; 1952)	Cortland .....	Donnal V. Smith
Teachers College .....(1952)	Fredonia .....	Harry Porter
Teachers College .....(1952)	Geneseo .....	Francis J. Moench
Teachers College .....(1950; 1952)	New Paltz .....	William J. Haggerty
Teachers College .....(1949; 1952)	Oneonta .....	Royal F. Netzer
Teachers College .....(1950; 1952)	Oswego .....	Foster S. Brown
Teachers College .....(1952)	Plattsburg .....	George W. Angell
Teachers College .....(1952)	Potsdam .....	Frederick W. Crumb
Agricultural and Technical Institute... (1952)	Alfred .....	Paul B. Orvis
Agricultural and Technical Institute... (1952)	Canton .....	Albert E. French
Agricultural and Technical Institute... (1952)	Delhi .....	William R. Kunsela
Agricultural and Technical Institute... (1952)	Morrisville .....	Malcolm B. Galbreath
Institute of Agriculture and Home Economics .....(1952)	Cobleskill .....	Ray L. Wheeler
Long Island Agricultural and Technical Institute .....(1952)	Farmingdale, L. I....	William A. Medsey
Syracuse University .....(1921)	Syracuse 10 .....	William Pearson Tolley
Union University .....(1921)	Schenectady .....	Carter Davidson
United States Merchant Marine Academy. (1949)	Kings Point, L. I....	Rear Admiral Gordon McLintock, U.S.M.S.
United States Military Academy....(1949)	West Point .....	Maj. Gen. Garrison H. Davidson
University of Buffalo.....(1921)	Buffalo 14 .....	Clifford C. Furnas
University of Rochester.....(1921)	Rochester 3 .....	C. W. de Kiewiet
Vassar College .....(1921)	Poughkeepsie .....	Sarah Gibson Blanding
Wagner Lutheran College.....(1936)	Staten Island .....	David M. Delo
Webb Institute of Naval Architecture.... (1950)	Glen Cove, L. I.....	Rear Admiral Frederick E. Haeberle

COLLEGE	LOCATION	HEAD
Wells College .....(1921)	Aurora .....	Louis Jefferson Long
William Smith College (Colleges of the Seneca) .....(1921; 1953)	Geneva .....	Louis M. Hirshson
Yeshiva University .....(1948)	New York 33 .....	Samuel Belkin
PENNSYLVANIA		
Academy of the New Church.....(1952)	Bryn Athyn .....	George de Charms
Albright College .....(1926; 1953)	Reading .....	Harry V. Masters
Allegheny College .....(1921; 1954)	Meadville .....	Lawrence L. Pelletier
Alliance College .....(1938; 1952)	Cambridge Springs ..	Arthur P. Coleman
Beaver College .....(1946; 1956)	Jenkintown .....	Rev. Raymon M. Kistler
Bryn Mawr College.....(1921)	Bryn Mawr .....	Katharine McBride
Bucknell University .....(1921; 1951)	Lewisburg .....	Merle M. Odgers
Carnegie Institute of Technology.....(1921; 1954)	Pittsburgh 13 .....	John C. Warner
Cedar Crest College.....(1944; 1950)	Allentown .....	Dale H. Moore
Chatham College .....(1924)	Pittsburgh 32 .....	Paul R. Anderson
Chestnut Hill College.....(1930; 1956)	Philadelphia 18 .....	Sister Catharine Frances
College Misericordia .....(1935; 1956)	Dallas .....	Sister Annunciata Merrick, R.S.M.
Dickinson College .....(1921; 1949)	Carlisle .....	William Wilcox Edel
Drexel Institute of Technology (1927; 1953)	Philadelphia 4 .....	James Creese
Dropsie College for Hebrew and Cognate Learning .....(1954)	Philadelphia 32 .....	Abraham A. Neuman
Duquesne University .....(1935; 1956)	Pittsburgh 19 .....	Rev. V. F. Gallagher
Eastern Baptist College.....(1954)	St. Davids .....	Gilbert L. Guffin
Eastern Baptist Theological Seminary.....(1954)	Philadelphia 31 .....	Gilbert L. Guffin
Elizabethtown College .....(1948)	Elizabethtown .....	A. C. Baugher
Franklin and Marshall College.(1921; 1950)	Lancaster .....	Frederick deW. Bolman
Gannon College .....(1951)	Erie .....	Rev. Wilfrid J. Nash
Geneva College .....(1922)	Beaver Falls .....	Edwin C. Clarke
Gettysburg College .....(1921; 1954)	Gettysburg .....	Willard S. Paul
Grove City College.....(1922)	Grove City .....	J. Stanley Harker
Haverford College .....(1921; 1953)	Haverford .....	Archibald MacIntosh, Acting (after June 15, 1957: Hugh Borton)
Immaculata College .....(1928; 1954)	Immaculata .....	Sister Mary of Lourdes
Juniata College .....(1922; 1951)	Huntingdon .....	Calvert N. Ellis
King's College .....(1955)	Wilkes-Barre .....	Rev. George P. Benaglia, C.S.C.
Lafayette College .....(1921; 1956)	Easton .....	Ralph Cooper Hutchison
LaSalle College .....(1930; 1956)	Philadelphia 41 .....	Brother E. Stanislaus, F.S.C.
Lebanon Valley College .....(1922; 1952)	Annville .....	Frederic K. Miller
Lehigh University .....(1921; 1947)	Bethlehem .....	Martin D. Whitaker
Lincoln University .....(1922; 1953)	Lincoln Univ. P. O. ....	Horace Mann Bond
Lycoming College .....(1934; 1950)	Williamsport .....	D. Frederick Wertz
Marywood College .....(1921; 1951)	Scranton 9 .....	Sister M. Eugenia
Mercyhurst College .....(1931; 1955)	Erie .....	Mother M. Eustace Taylor
Moravian College .....(1922; 1952)	Bethlehem .....	Rev. Raymond S. Hauptert
Mount Mercy College .....(1935; 1951)	Pittsburgh 13 .....	Sister M. Muriel, Acting
Muhlenberg College .....(1921; 1955)	Allentown .....	J. Conrad Seegers
Pennsylvania Military College.....(1954)	Chester .....	Maj. Gen. E. E. MacMorland
Pennsylvania State College of Optometry .....(1954)	Philadelphia 51 .....	Albert Fitch
Pennsylvania State University.(1921; 1956)	University Park .....	Eric A. Walker
Philadelphia Textile Institute.....(1955)	Philadelphia 6 .....	Bertrand W. Hayward
Rosemont College .....(1930; 1954)	Rosemont .....	Mother Mary Chrysostom
St. Francis College .....(1939; 1955)	Loretto .....	Rev. Kelvin R. Keelan, T.O.R.
St. Joseph's College .....(1922; 1955)	Philadelphia 31 .....	V. Rev. I. Joseph Bluett, S.J.
St. Vincent College.....(1921)	Latrobe .....	Rev. Quentin L. Schaut, O.S.B.
Seton Hill College .....(1921; 1950)	Greensburg .....	Rev. William G. Ryan
State Teachers College.....(1950)	Bloomsburg .....	Harvey G. Andrus
State Teachers College.....(1951)	California .....	Michael Duda
State Teachers College.....(1951)	Cheyney .....	James Henry Duckrey

COLLEGE	LOCATION	HEAD
State Teachers College.....(1948)	Clarion .....	Paul G. Chandler
State Teachers College.....(1950)	East Stroudsburg ....	LeRoy J. Koehler
State Teachers College.....(1949)	Edinboro .....	Thomas R. Miller
State Teachers College.....(1941; 1955)	Indiana .....	Willis E. Pratt
State Teachers College.....(1944; 1956)	Kutztown .....	Q. A. W. Rohrbach
State Teachers College.....(1949)	Lock Haven .....	Richard T. Parsons
State Teachers College .....	Mansfield .....	James G. Morgan
State Teachers College.....(1942; 1955)	Millersville .....	D. L. Biemesderfer
State Teachers College.....(1950)	Shippensburg .....	Ralph E. Heiges
State Teachers College .....	Slippery Rock .....	Norman W. Weisenfluh
State Teachers College.....(1939; 1952)	West Chester .....	Charles S. Swope
State Teachers College.....(1943)	Selinsgrove .....	G. Morris Smith
State Teachers College.....(1946)	Swarthmore .....	Courtney C. Smith
Susquehanna University .....	Philadelphia 22 .....	Robert L. Johnson
Swarthmore College .....	Greenville .....	Fredric B. Irvin
Temple University .....	Philadelphia 4 .....	Gaylord P. Harnwell
Thiel College .....	Pittsburgh 13 .....	Edward H. Litchfield
University of Pennsylvania....(1921; 1953)	Scranton 3 .....	Rev. John J. Long, S.J.
University of Pittsburgh.....(1921; 1953)	Collegeville .....	Norman E. McClure
University of Scranton.....(1927)	Erie .....	Mother Aurelia
Ursinus College .....	Villanova .....	Rev. James A. Donnellon, O.S.A.
Villa Maria College .....	Washington .....	Boyd C. Patterson
Villanova University .....	Waynesburg .....	Paul R. Stewart
Washington & Jefferson College ....(1921)	New Wilmington ....	Will W. Orr
Waynesburg College .....	Philadelphia 18 .....	Ned Bernard Stonehouse
Westminster College .....	Wilkes-Barre .....	Eugene S. Farley
Westminster Theological Seminary..(1954)	Chambersburg .....	Paul Swain Havens
Wilkes College .....		
Wilson College .....		
	PUERTO RICO	
Catholic University of Puerto Rico.(1953)	Ponce .....	V. Rev. William Ferrée, S.M.
College of the Sacred Heart.....(1950)	Santurce .....	Mother R. Arsuaga, R.S.C.J.
Inter-American University of Puerto Rico. (1944; 1954)	San German .....	Ronald C. Bauer
University of Puerto Rico.....(1946; 1955)	Rio Piedras .....	Jaime Benitez



## II. JUNIOR COLLEGES

COLLEGE	LOCATION	HEAD
Bennett Junior College.....(1938; 1954)	Millbrook, N. Y.....	Courtney Carroll (after August 1, 1957: Donald A. Eldridge)
Briarcliff College .....(1944; 1950)	Briarcliff Manor, N. Y.	Clara M. Tead
Canal Zone Junior College....(1941; 1955)	Balboa, C. Z. ....	Roger C. Hackett
Centenary College for Women.(1932; 1952)	Hackettstown, N. J....	Edward W. Seay
Concordia Collegiate Institute.(1941; 1954)	Bronxville, N. Y.....	Albert E. Meyer
Finch College .....(1940; 1947)	New York 21 .....	Roland R. De Marco
Georgetown Visitation Junior College.... (1933; 1951)	Washington 7, D. C...	Mother M. Cecilia Clark
Hershey Junior College.....(1943; 1952)	Hershey, Pa. ....	V. H. Fenstermacher
Immaculata Junior College...(1937; 1952)	Washington 16, D. C..	Sister Marie Angele, S.P.
Jamestown Community College.....(1956)	Jamestown .....	Sidney T. Hewes, Acting (after March 1: Albert W. Baisler)
Jersey City Junior College.....(1949)	Jersey City, N. J.....	George M. Maxwell, Acting
Keystone Junior College.....(1936; 1951)	La Plume, Pa. ....	Blake Tewksbury
Monmouth College .....(1952)	W. Long Branch, N. J.	Edward G. Schlaefer
Montgomery Junior College.....(1950)	Takoma Park 12, Md..	Donald E. Deyo
Mount Aloysius Junior College (1943; 1952)	Cresson, Pa. ....	Sister Mary Anne McCue, R.S.M.
Packer Collegiate Institute....(1932; 1949)	Brooklyn 2, N. Y....	Paul David Shafer
St. Charles College.....(1939; 1951)	Catonsville, Md. ....	V. Rev. J. Cyril Dukehart, S.S.
St. Joseph's Seraphic Seminary.....(1952)	Callicoon, N. Y.....	Rev. Pascal F. Foley, O.F.M.
Valley Forge Military Junior College (1954)	Wayne, Pa. ....	Col. Milton G. Baker
Wesley Junior College.....(1950)	Dover, Del. ....	J. Paul Slaybaugh

## LIST OF ACCREDITED SECONDARY SCHOOLS

JANUARY 1, 1957

Inclusion on the List of Accredited Secondary Schools of the Middle States Association of Colleges and Secondary Schools means that the secondary school has been evaluated using the procedures and materials as directed by the Commission on Secondary Schools. Reports of this evaluation are considered by State Advisory Committees and by the Commission. The names of schools whose reports have been considered acceptable by the Commission are included on the List of Accredited Secondary Schools.

It is recognized that all phases of the programs of accredited secondary schools are not of uniform quality. It is believed by the Commission on Secondary Schools that work done in accredited schools can be accepted without question when the objectives of the receiving school are similar to those of the sending school, or if the objectives for the program of the pupil are similar in the sending and receiving schools. Higher institutions accepting graduates of accredited schools are expected to accept the responsibility for determining whether the quality and nature of the graduate's program is appropriate in terms of the program to be followed in the higher institution.

Schools are accredited according to the procedures of the Cooperative Study of Secondary School Standards. Information concerning evaluation may be secured from the Cooperative Study of Secondary School Standards, 1785 Massachusetts Ave., N. W., Washington 6, D. C., or the Commission on Secondary Schools, 201 S. 34th Street, Philadelphia 4, Pa.

(The date of first accreditation follows the name of the school. The date of the earliest accreditation of a constituent part is used in the case of consolidated, union, or joint districts. The city following the name of the school is the post office, as listed in the U. S. Postal Guide.)

SCHOOL	LOCATION	HEAD
<b>DELAWARE</b>		
Alexis I. duPont Jr.-Sr. H. S....(1939)	Wilmington 6 ..... (Kennett Pike)	Thomas W. Howie
Archmere Academy (Boys).....(1941)	Claymont .....	Very Rev. Justin E. Diny, O.Praem.
Caesar Rodney H. S.....(1934)	Camden .....	William B. Simpson
Claymont Jr.-Sr. H. S.....(1930)	Claymont .....	Robert L. Durkee, Sr.
Delmar H. S. ....(1950)	Delmar .....	Earl P. Schubert
Dover Community H. S.....(1930)	Dover .....	David M. Green
Friends School.....(1928)	Wilmington 3 ..... (Alapocas Drive)	Wilmot R. Jones
Georgetown H. S.....(1934)	Georgetown .....	James B. Owen
Harrington Jr.-Sr. H. S.....(1932)	Harrington .....	Jacob C. Messner
Henry C. Conrad H. S.....(1947)	Wilmington 4 (Woodcrest)	Clarence W. Cummings
John Bassett Moore H. S.....(1928)	Smyrna .....	Charles V. Williams
Laurel Jr.-Sr. H. S.....(1936)	Laurel .....	Andrew W. Campbell
Lewes Jr.-Sr. H. S.....(1932)	Lewes (Savannah Rd.)...	James A. Moore
Middletown H. S.....(1937)	Middletown .....	Ellis K. Lecrone
Milford Jr.-Sr. H. S.....(1936)	Milford (Lakeview Ave.)...	Willard W. Hickman
Mount Pleasant Jr.-Sr. H. S....(1951)	Wilmington 3 (Phila. Pike and Duncan Rd.)	E. Raymond Schwinger
Newark Sr. H. S.....(1928)	Newark (E. Delaware Ave.)	Frederick B. Kutz
Rehoboth H. S.....(1955)	Rehoboth Beach .....	J. A. Vansant
Saint Andrews School (Boys)....(1936)	Middletown .....	Rev. Walden Pell, 2d
Salesianum School for Boys....(1944)	Wilmington 1 ..... (801 West St.)	Rev. Thomas A. Lawless, O.S.F.S.
Sanford Preparatory School .....(1938)	Hockessin .....	Mrs. Ellen Q. Sawin
Seaford H. S.....(1930)	Seaford (DuPont Hwy.)..	Edward J. Moynihan
Tatnall School, The (Girls).....(1956)	Wilmington 5 ..... (Barley Mill Rd.)	Mrs. Josephine G. Myers
Tower Hill School .....(1928)	Wilmington 6 ..... (2813 W. 17th St.)	Rev. W. Brooke Stabler

SCHOOL	LOCATION	HEAD
Ursuline Academy (Girls).....(1928)	Wilmington 6 ..... (1106 Penna. Ave.)	Mother Margaret Mary, O.S.U.
William Penn H. S.....(1934)	New Castle .....	Charles E. Smith
<i>Wilmington Public High Schools:</i>		
Howard H. S.....(1930)	Wilmington 1 ..... (13th & Poplar Sts.)	George A. Johnson
Pierre S. duPont H. S.....(1936)	Wilmington 2 ..... (34th & Van Buren Sts.)	Samuel P. Maroney
Wilmington H. S.....(1928)	Wilmington 6 (Delaware Ave. & Monroe St.)	Clarence A. Fulmer
<b>DISTRICT OF COLUMBIA</b>		
Academy of Notre Dame (Girls) ..(1931)	Washington 2 (N. Capitol and K Sts., N. E.)	Sister Mary Louise
Academy of the Holy Cross (Girls) (1930)	Washington 8 ..... (2935 Upton St., N. W.)	Sister M. Fernando, C.S.C.
Academy of the Sacred Heart (Girls) ... (1932)	Washington 10 ..... (1621 Park Rd., N. W.)	Sister Mary Emily, O.P.
Archbishop Carroll H. S.....(1956)	Washington 17 .... (4300 Harewood Rd., N. E.)	Very Rev. Edward V. Stanford, O.S.A.
Georgetown Visitation Convent School (Girls) .....(1930)	Washington 7 ..... (1500 35th St., N. W.)	Sister Mary Roberta Huffman
Gonzaga College H. S. (Boys).....(1933)	Washington 1 ..... (27 Eye St., N. W.)	Rev. Anthony I. McHale, S.J.
Holton-Arms School (Girls).....(1928)	Washington 8 ..... (2125 S St., N. W.)	Miss Sallie E. Lurton
Holy Trinity H. S. (Girls).....(1933)	Washington 7 ..... (36th & O Sts., N. W.)	Sister Mary Patricia, R.S.M.
Immaculata Seminary (Girls)....(1928)	Washington 16 .... (4344 Wisconsin Ave., N. W.)	Sister Mary Geraldine, S.P.
Mackin H. S.....(1934)	Washington 9 ..... (1421 Vee St., N. W.)	Sister Margaret Charles, C.S.C.
Maret School .....(1930-33; 1942)	Washington 8 ..... (3000 Cathedral Ave., N. W.)	Mrs. Margaret G. Williams
Mount Vernon Seminary (Girls) ..(1928)	Washington 7 ..... (2100 Foxhall Rd., N. W.)	Mrs. George W. Lloyd
National Cathedral School (Girls) (1932)	Washington 16 ..... (Wisconsin Ave. & Woodley Rd., N. W.)	Miss Katharine Lee
Saint Albans, The National Cathedral School for Boys .....(1928)	Washington 16 ..... (Massachusetts & Wis- consin Aves., N. W.)	Rev. Charles Martin
Saint Anthony High School.....(1938)	Washington 17 .. (12th & Lawrence Sts., N. E.)	Sister Cornelia Boyle, O.S.B.
Saint Cecilia's Academy (Girls) ..(1934)	Washington 3 ..... (601 E. Capitol St.)	Sister M. Ann Francis, C.S.C.
Saint John's College H. S. (Boys) ..(1929)	Washington 5 ..... (1225 Vermont Ave., N. W.)	Rev. Brother Dominic Luke, F.S.C.
Sidwell Friends School, The.....(1928)	Washington 16 .... (3901 Wisconsin Ave., N. W.)	Robert S. Lyle
<i>Washington Public High Schools:</i>		
Anacostia H. S. ....(1939)	Washington 20 ..... (16th & R Sts., S. E.)	John D. Koontz
Armstrong Technical H. S.....(1929)	Washington 1 (O St. bet. 1st & 3rd, N. W.)	William N. Buckner
Calvin Coolidge H. S.....(1943)	Washington 11 ... (5th & Tuckerman Sts., N. W.)	Cedric O. Reynolds

SCHOOL	LOCATION	HEAD
Capitol Page School (Boys)....(1950)	Washington 25 ..... (Library of Congress)	Henry L. DeKeyser
Eastern H. S.....(1929)	Washington 3 ... (17th & E. Capitol Sts., N. E.)	Lynn F. Woodworth
Francis L. Cardozo H. S.....(1932)	Washington 9 ... (13th & Clifton Sts., N. W.)	James N. Saunders
Paul Laurence Dunbar H. S...(1929)	Washington 1 ..... (1st & N Sts., N. W.)	Charles S. Lofton
Theodore Roosevelt H. S.....(1929)	Washington 11 .. (13th & Upshur Sts., N. W.)	Mrs. Elva C. Wells
Western H. S.....(1929)	Washington 7 ..... (35th & R Sts., N. W.)	Miss Irene Rice
William McKinley H. S.....(1929)	Washington 2 ..... (2d & T Sts., N. E.)	Charles E. Bish
Woodrow Wilson H. S. ....(1937)	Washington 16 ..... (Nebraska Ave. & Chesapeake St., N. W.)	John F. Brougher
Woodward School for Boys....(1928)	Washington 6 ..... (1736 G St., N. W.)	Walter R. Lewis
MARYLAND		
Aberdeen Sr.-Jr. H. S.....(1952)	Aberdeen .....	George H. Corddry, Jr.
Academy of the Holy Names (Girls).... (1943)	Silver Spring ..... (711 Pershing Dr.)	Sister Anna of Mary
<i>Annapolis Public High Schools:</i>		
Annapolis H. S.....(1940)	Annapolis .....	Albert W. Fowble
Wiley H. Bates H. S.....(1953)	Annapolis .....	Douglas S. King
Arundel H. S.....(1955)	Gambrills .....	Mrs. Mabel H. Parker
<i>Baltimore Public High Schools:</i>		
Baltimore City College (Boys)..... (1928-34; 1942)	Baltimore 18 ..... (33d St. & the Alameda)	Henry T. Yost
Baltimore Polytechnic Institute (Boys) .....(1928)	Baltimore 2 ..... (North Ave. and Calvert St.)	Wilmer A. Dehuff
Eastern H. S. (Girls).....(1928)	Baltimore 18 (33d St. & Loch Raven Rd.)	Miss A. Marguerite Zouck
Forest Park H. S.....(1928-32; 1936)	Baltimore 7 ... (Chatham Rd. & Eldorado Ave.)	Wendell E. Dunn
Frederick Douglass H. S.....(1928)	Baltimore 17 ..... (Gwynns Falls Parkway & Pulaski St.)	Ralph W. Reckling
Patterson Park H. S.....(1940)	Baltimore 24 ... (Pratt St. and Ellwood Ave.)	R. Gordon Woelper
Paul Laurence Dunbar Jr.-Sr. H. S... (1951)	Baltimore 5 .. (Caroline & McElderry Sts.)	Robert P. Diggs
Southern Jr.-Sr. H. S.....(1925)	Baltimore 30 ... (Warren Ave. & Williams St.)	Sidney N. Chernak
Western H. S. (Girls).....(1928-33; 1935)	Baltimore 1 ..... (Howard & Centre Sts.)	Mrs. Nanette R. Blackiston
Bel Air Jr.-Sr. H. S.....(1938)	Bel Air .... (E. Gordon & Franklin Sts.)	James S. Collins
Bethesda-Chevy Chase Sr. H. S...(1931)	Bethesda 14 ..... Bladensburg .....	William G. Pyles
Bladensburg Sr. H. S.....(1954)	Brunswick (4th St.).....	Kalman J. Vozar
Brunswick H. S.....(1928)	Baltimore 1 (320 Cathed- ral St. at Mulberry)	Fred Brown, Jr.
Calvert Hall H. S. (Boys).....(1928)	Cambridge .....	Brother Gabriel Cecilian, F.S.C.
Cambridge H. S.....(1951)	Baltimore 28 (Bloomsbury Ave. & Rolling Rd.)	Otis M. Trice
Catonsville Sr. H. S.....(1929)	Bel Air .....	Taylor F. Johnston
Central Consolidated School.....(1956)		Percy V. Williams

SCHOOL	LOCATION	HEAD
Chestertown H. S. .... (1955)	Chestertown .....	Wilbur J. Stenger
Country Day School of the Sacred Heart (Girls) ..... (1957)	Washington 14 ..... (9191 Rockville Pike)	Mother M. E. Tobin
<i>Cumberland Public High Schools:</i>		
Allegany H. S. .... (1928)	Cumberland ..... (616 Sedgwick St.)	Raymond O. McCullough, Jr.
Fort Hill H. S. .... (1931)	Cumberland .....	Victor D. Heisey
Damascus H. S. .... (1954)	Damascus .....	Ellis G. Glime
Dundalk H. S. .... (1952)	Baltimore 22 ..... (7400 Dunman Way)	John B. Shock, Jr.
Easton Jr.-Sr. H. S. .... (1956)	Easton .....	Francis L. Holsinger
Elkton Jr.-Sr. H. S. .... (1950)	Elkton .....	William E. Burkhardt
Fairmont Heights Jr.-Sr. H. S. .... (1955)	Washington 27 ..... (Nye & Reed Sts.)	G. James Gholson
Franklin H. S. .... (1953)	Reisterstown .....	L. Lee Lindley
Frederick H. S. .... (1928)	Frederick .....	Harry V. Frushour
Frederick Douglass H. S. .... (1956)	Upper Marlboro .....	Robert F. Frisby
Frederick Sasser H. S. .... (1953)	Upper Marlboro ..... (P. O. Box 261)	Robert E. King, Jr.
Friends School ..... (1928)	Baltimore 10 ..... (5114 N. Charles St.)	Bliss Forbush
Gaithersburg H. S. .... (1932)	Gaithersburg .....	Robert A. Gibson
Galena H. S. .... (1955)	Galena .....	W. Skirven Startt
George Washington Carver H. S. .... (1954)	Rockville .....	Silas E. Craft, Sr.
George Washington Carver H. S. .... (1953)	Towson 4 (York Rd.)....	Miss Minnie H. Woolford
Georgetown Preparatory School (Boys) .. (1928)	Garrett Park .....	Rev. William A. Ryan, S.J.
Gilman School (Boys) ..... (1936)	Baltimore 10 ..... (5407 Roland Ave.)	Henry H. Callard
Glen Burnie Sr. H. S. .... (1936)	Glen Burnie .....	Charles W. Whayland
Gwynn Park Jr.-Sr. H. S. .... (1955)	Brandywine .....	Theodore H. Wertz
Hagerstown H. S. .... (1928)	Hagerstown .....	Herbert C. Logsdon
Hannah More Academy (Girls) .. (1931)	Reisterstown .....	Miss Catherine O. Coleman
Harriet Tubman H. S. .... (1957)	Clarksville .....	Silas E. Craft
Havre de Grace Jr.-Sr. H. S. .... (1954)	Havre de Grace .....	J. Walter Potter
Henry Highland Garnett H. S. .... (1955)	Chestertown .....	Elmer T. Hawkins
Hereford Jr.-Sr. H. S. .... (1953)	Parkton .....	Harvey W. Kreuzburg, Jr.
Howard County Sr. H. S. .... (1957)	Ellicott City .....	Omar J. Jones
Institute of Notre Dame (Girls) .. (1952)	Baltimore 3 ..... (901 Aisquith St.)	Sister Mary Lenore, S.S.N.D.
Kenwood Sr. H. S. .... (1952)	Baltimore 21 .. (Stemmers Run Rd. & Marlyn Ave.)	Joshua R. Wheeler
Landon School (Boys) ..... (1936)	Bethesda 14 .....	Paul L. Banfield
Laurel Jr.-Sr. H. S. .... (1953)	Laurel .....	Lionel B. Howland
Loyola H. S. of Baltimore, The (Boys) ..... (1933)	Towson 4 .....	Rev. Michael J. Blee, S.J.
McDonogh School (Boys) ..... (1928)	McDonogh .....	Robert L. Lamborn
Milford Mill Jr.-Sr. H. S. .... (1953)	Baltimore 7 ..... (3800 Wash. Ave.)	George W. Schludenberg
Montgomery Blair Sr. H. S. .... (1932)	Silver Spring ..... (Wayne Ave. & Dale Dr.)	Daryl W. Shaw
Mount Saint Agnes H. S. (Girls) .. (1928)	Baltimore 9 .....	Sister Mary Aimee Ahearn
Mount Saint Joseph H. S. (Boys) .. (1933)	Baltimore 29 ..... (4403 Frederick Ave.)	Brother Placidus, C.F.X.
North Harford H. S. .... (1953)	Pylesville .....	William H. Pyle
Northern Garrett County Jr.-Sr. H. S. .. (1956)	Accident .....	William J. Fleming
Northwestern H. S. .... (1954)	Hyattsville .....	John P. Speicher
Notre Dame of Maryland Preparatory School (Girls) ..... (1928)	Baltimore 10 ..... (4701 N. Charles St.)	Sister Mary Virginia, S.S.N.D.

SCHOOL	LOCATION	HEAD
Oldfields School (Girls).....(1942)	Glencoe .....	Duncan McCulloch
Oxon Hill H. S.....(1953)	Washington 21 .... (6751 Indian Head Rd., S. E.)	Michael E. Hernick
Park School of Baltimore, The..(1928)	Baltimore 15 .....	Robert A. Thomason
	(2901 Liberty Hts. Ave.)	
Richard Montgomery H. S.....(1932)	Rockville .....	Joseph J. Tarallo
Robert Moton Jr.-Sr. H. S.....(1956)	Easton .....	William H. Fauntleroy
Rock Hall H. S.....(1955)	Rock Hall .....	Robert J. Johnson
Roland Park Country School for Girls. (1928)	Baltimore 10 .... (817 W. University Parkway)	Miss Anne Healy
Saint James School (Boys).....(1930)	Saint James .....	Rev. John E. Owens
Saint Mary's Female Seminary (H. S. Dept.).....(1931)	Saint Mary's City.....	Miss May Russell
Saint Mary's High School.....(1953)	Annapolis .....	Sister Mary Rosita, S.S.N.D.
Saint Paul's Parish School for Boys.... (1947)	Brooklandville .....	S. Atherton Middleton
	(Falls Rd.)	
Seton H. S. (Girls).....(1931)	Baltimore 18 .....	Sister Mary Geraldine Beas, S.C.
	(2800 N. Charles St.)	
Sherwood Jr.-Sr. H. S.....(1932)	Sandy Spring .....	Charles B. Remaley
Sollers Point Sr.-Jr. H. S.....(1953)	Dundalk 22 .....	Charles W. Fletcher
Southern Jr.-Sr. H. S.....(1954)	Lothian .....	F. Markham Wingate
Southern Garrett County Jr.-Sr. H. S.... (1956)	Oakland .....	W. Kenneth Johns
Sparrows Point Sr.-Jr. H. S.....(1953)	Sparrows Point 19.....	Nelson F. Hurley
Stephen Decatur Jr.-Sr. H. S.....(1957)	Berlin .....	Wilbur A. Jones
Suitland H. S.....(1954)	Washington 28 .... (5000 Silver Hill Rd., S. E.)	Thomas V. Warthen
Surrattsville Jr.-Sr. H. S.....(1955)	Clinton .....	John M. Pryde
Takoma Academy .....	Takoma Park 12.....	John P. Laurence
Towson Catholic H. S.....(1956)	Towson 4 .....	Sr. M. Donald Ignatius
	(114 Ware Ave.)	
Towson H. S. ....(1942)	Towson 4 (Cedar Ave.)..	W. Horace Wheeler
Trinity College Preparatory School (Girls) .....	Brooklandville .....	Sister Genevieve Mary, S.N.D. deN.
Trinity Preparatory School (Girls).... (1941)	Ilchester .....	Sister Gertrude
Washington H. S. ....(1957)	Princess Anne .....	C. N. Baughan
Westminster Sr.-Jr. H. S.....(1954)	Westminster .....	Quentin L. Earhart
Wicomico Sr. H. S.....(1932)	Salisbury .....	William B. Jones
NEW JERSEY		
A. J. Demarest H. S.....(1928)	Hoboken .....	Arthur E. Stover
	(4th at Garden St.)	
Abraham Clark H. S.....(1932)	Roselle .....	Albert S. Peeling
Academy of the Holy Angels (Girls).... (1933)	Fort Lee 1.....	Sister Mary Elaine, S.S.N.D.
Academy of St. Aloysius.....(1954)	Jersey City 4.....	Sister Mary Canice
	(2495 Hudson Blvd.)	
Academy of Saint Elizabeth (Girls).... (1928-44; 1946)	Convent Station .....	Sister Grace Benigna, S.C.
Admiral Farragut Academy (Boys) .... (1937)	Pine Beach .....	Raven O. Dodge
Asbury Park H. S.....(1928)	Asbury Park .....	John L. Ballou
Atlantic City Friends School....(1948)	Atlantic City .....	Mrs. Kathryn R. Morgan
Atlantic City H. S.....(1939)	Atlantic City .....	Samuel A. Gillingham
Atlantic Highlands H. S. ....(1928)	Atlantic Highlands.....	Thomas C. Garrison
Audubon H. S.....(1931)	Audubon .....	Miss Grace N. Kramer
Bayonne H. S.....(1928)	Bayonne .....	Alexander X. O'Connor
Beard School for Girls, The.....(1928)	Orange .....	Miss Edith M. Sutherland
	(560 Berkeley Ave.)	
Belleville H. S.....(1934)	Belleville 9 .....	Hugh D. Kittle



SCHOOL	LOCATION	HEAD
Belvidere H. S. ....(1948)	Belvidere .....	Fred J. Vowinkel
Bergenfield Jr.-Sr. H. S. ....(1945)	Bergenfield .....	Paul L. Hoffmeister
Bernards H. S. ....(1928)	Bernardsville .....	W. Ross Andre
Blair Academy (Boys) ....(1928)	Blairstown .....	James M. Howard, Jr.
Bloomfield Sr. H. S. ....(1928)	Bloomfield .....	Harry M. Rice
Bogota H. S. ....(1928)	Bogota .....	Robert Pollison
Boonton H. S. ....(1928)	Boonton .....	Leslie A. E. Booth
Bordentown Military Institute (Boys) .. .....(1928)	Bordentown .....	Harold Morrison Smith
Bound Brook H. S. ....(1928)	Bound Brook .....	Harry Swift
Bridgeton H. S. ....(1931)	Bridgeton .....	Harry C. Smalley
Burlington H. S. ....(1928-44; 1948)	Burlington .....	Robert F. Dotti
Butler H. S. ....(1945)	Butler .....	John Gower
Camden Catholic H. S. ....(1934)	Camden 3 (5 N. 7th St.)..	Sister Mary, S.M.
<i>Camden Public High Schools:</i>		
Camden H. S. ....(1928)	Camden 3 (Park Blvd. & Baird Ave.)	C. V. Koppenhaver
Woodrow Wilson H. S. ....(1947)	Camden 5 .....	Thomas R. Bristow
	(3100 Federal St.)	
Cape May H. S. ....(1928-32; 1938)	Cape May .....	Paul S. Ensminger
Carteret H. S. ....(1929)	Carteret .....	Herman E. Horn
Carteret School for Boys ....(1928)	West Orange .....	
	(700 Prospect Ave.)	
Cathedral H. S. (Girls) ....(1940)	Trenton 8 .....	Sister Mary Barbara, R.S.M.
	(Chancery Lane)	
Central H. S. ....(1928)	Trenton 9 ... (Hamilton Ave. & Chambers St.)	Vincent A. Halbert
Central H. S. of Hopewell Twp. ....(1950)	Pennington .....	Harry R. Cooke, Jr.
Chatham H. S. ....(1939)	Chatham .....	Everett Jeter
Clayton H. S. ....(1951)	Clayton (Academy St.)...	Jonathan M. Henderson
Cliffside Park Sr. H. S. ....(1930)	Cliffside Park .....	William F. Steiner
Clifton Sr. H. S. ....(1928)	Clifton .....	Miss Elinor E. Hanna
Collingswood Sr. H. S. ....(1928)	Collingswood .....	Percy S. Eichelberger
Columbia H. S. ....(1928)	Maplewood .....	Robert L. Amsden
Cranford H. S. ....(1928)	Cranford .....	G. Frank Zimmerman
Demonstration H. S. ....(1935)	Upper Montclair (Valley Rd. & Normal Ave.)	Keith W. Atkinson
Dover H. S. ....(1928)	Dover .....	Louis Cronholm
Dumont H. S. ....(1939)	Dumont .....	Alfred W. Heath
Dunellen H. S. ....(1938)	Dunellen .....	Melvin N. Bouboulis
Dwight Morrow H. S. ....(1928)	Englewood .....	Waldro J. Kindig
Dwight School ....(1955)	Englewood .....	Miss Marjorie H. Appelgate
<i>East Orange Public High Schools:</i>		
Clifford J. Scott H. S. ....(1940)	East Orange .....	Francis H. Oldham
	(129 Renshaw Ave.)	
East Orange H. S. ....(1928)	East Orange .....	Robert B. Redman
	(34 N. Walnut St.)	
East Rutherford H. S. ....(1938)	East Rutherford .....	George L. Dierwechter
<i>Elizabeth Public High Schools:</i>		
Battin H. S. (Girls) ....(1928)	Elizabeth 2 .....	Miss Helen V. Decker
	(South & S. Broad Sts.)	
Thomas Jefferson H. S. (Boys) ....(1931)	Elizabeth 4 .....	John E. Dwyer
	(East Scott Place)	
Englewood School for Boys .... .....(1934-37; 1940)	Englewood .....	Marshall L. Umpleby
Ewing H. S. ....(1955)	Trenton 8 .....	Raymond Steketee
	(Parkway Ave.)	

SCHOOL	LOCATION	HEAD
Fair Lawn H. S. .... (1946)	Fair Lawn .....	Charles W. Mintzer
(Miss) Fine's School (Girls) ..... (1940-41; 1946)	Princeton .....	Miss Shirley Davis
Flemington H. S. .... (1928)	Flemington .....	Robert C. Shoff
	(31 Bonnell St.)	
Florence Township Memorial H. S. .... (1945)	Florence .....	Miss Marcella L. Duffy
Fort Lee Jr.-Sr. H. S. .... (1931)	Fort Lee .....	John Mardy
Franklin Jr.-Sr. H. S. .... (1944)	Franklin .....	Ebert E. Hollobaugh
Freehold Regional H. S. .... (1928)	Freehold .....	Richard T. Beck
Frenchtown H. S. .... (1952)	Frenchtown (Harrison St.)	Bertram M. Light
Garfield H. S. .... (1928-41; 1947)	Garfield .....	Austin Travers
Glassboro H. S. .... (1931)	Glassboro .....	Mrs. Beatrice C. Johnson
Glen Ridge H. S. .... (1928)	Glen Ridge .....	Ben Deist
Gloucester City Jr.-Sr. H. S. .... (1928-33; 1936)	Gloucester City .....	Ralph J. Bracken
Grover Cleveland H. S. .... (1928)	Caldwell .....	Vincent P. Thompson
Hackensack H. S. .... (1928)	Hackensack .....	Charles D. Cannon
Hackettstown H. S. .... (1930)	Hackettstown .....	Joseph Risko
Haddon Heights H. S. .... (1928)	Haddon Heights .....	Edward O. Glaspey
Haddonfield Memorial H. S. .... (1930)	Haddonfield .....	Wilfred B. Wolcott, Jr.
Hamilton H. S. .... (1943)	Trenton 10 ..... (Park & S. Clinton Aves.)	Harvey A. Hesser
Hammononton H. S. .... (1928)	Hammononton .....	William D. Polhemus
Harrison H. S. .... (1928)	Harrison .....	T. Gerard Manning
	(223 Hamilton St.)	
Hartridge School, The (Girls) ... (1933)	Plainfield .....	Miss Harriet Sleeper
Hasbrouck Heights H. S. .... (1929)	Hasbrouck Heights .....	Miss Mary E. S. Mohair
Hawthorne H. S. .... (1936)	Hawthorne .....	George J. Geier
Highland Park H. S. .... (1940)	Highland Park .....	R. Richard Johnson
Hightstown H. S. .... (1928)	Hightstown .....	Paul D. Haring
Hillside H. S. .... (1930)	Hillside .....	Ruhl L. Custer
	(1085 Liberty Ave.)	
Holy Trinity H. S. .... (1957)	Westfield .....	Sr. Miriam Bernard
Immaculate Conception H. S. .... (1957)	Montclair .....	Sr. M. Ethna
Irvington H. S. .... (1928)	Irvington 11 .....	Lester W. Rice
	(1253 Clinton Ave.)	
Jamesburg H. S. .... (1942)	Jamesburg (Forsgate Dr.)	Howard J. Engelhart
<i>Jersey City Public High Schools:</i>		
Henry Snyder H. S. .... (1940)	Jersey City 5 .....	Gerard W. Guterl
	(239 Bergen Ave.)	
James J. Ferris H. S. .... (1940)	Jersey City .....	Robert A. Coyle
	(123 Coles St.)	
Lincoln H. S. .... (1928)	Jersey City 4 .....	Maxim F. Losi
	(60 Crescent Ave.)	
William L. Dickinson H. S. .... (1928)	Jersey City 6 .....	James J. Connolly
	(2 Palisade Ave.)	
Kearny H. S. .... (1928)	Kearny .....	Charles A. Yette
	(336 Devon St.)	
Kent Place School .....	Summit .....	Miss Florence Wolfe
(1928-36; 1938-50; 1956)		
Kimberly School, The (Girls) .....	Montclair .....	Miss Ethel M. Spurr
(1928-34; 1947)	(201 Valley Rd.)	
Lacordaire School (Girls) ..... (1951)	Upper Montclair .....	Sister M. Virginia
	(155 Lorraine Ave.)	
Lakewood H. S. .... (1928)	Lakewood .....	Maurice B. Hill
Lawrenceville School, The (Boys) (1928)	Lawrenceville .....	Allan V. Heely
Leonia H. S. .... (1928)	Leonia .....	Carl W. Suter
Linden H. S. .... (1928)	Linden .....	John F. Barrett
Lodi H. S. .... (1939)	Lodi .....	Frank Gaciofano
Long Branch Sr. H. S. .... (1928)	Long Branch .....	R. Preston Shoemaker, Jr.

SCHOOL	LOCATION	HEAD
Lower Camden County Regional H. S. (1947)	Lindenwold ..... (White Horse Ave.)	Frank L. Donahue
Lyndhurst H. S. .... (1930)	Lyndhurst .....	Eli A. Kane
Madison H. S. .... (1928)	Madison .....	Ward A. Shoemaker
Manasquan H. S. .... (1935)	Manasquan .....	Fred L. Creamer
Matawan H. S. .... (1951)	Matawan .....	Luther A. Foster
Merchantville H. S. .... (1932)	Merchantville .....	William R. Flinn
Metuchen H. S. .... (1928)	Metuchen .....	Paul W. Schmidtchen
Middle Township H. S. .... (1928)	Cape May Court House..	Eugene F. Williams
Middletown Township H. S. .... (1936)	Leonardo .....	William K. Megill
Millburn H. S. .... (1928)	Millburn .....	Robert E. Faddis
Millville Memorial H. S. (1928-35; 1943)	Millville .....	Edwin A. Willard
Montclair Academy (Boys) .... (1928)	Montclair .....	Thomas W. Hall, Jr.
Montclair H. S. .... (1928)	Montclair .....	Richard B. Perkins
Moorestown Friends' School .... (1928)	Moorestown .....	Merrill L. Hiatt
Moorestown H. S. .... (1928)	Moorestown .....	Robert L. Workman
Morristown H. S. .... (1929-39; 1952)	Morristown .....	Robert F. La Vanture
Morristown School (Boys) .... (1933)	Morristown .....	Thompson D. Grant
Mount Saint Dominic Academy (Girls) .. (1934)	Caldwell .....	Sister M. Germaine, O.P.
Mount Saint Mary's Academy (Girls) .. (1937)	North Plainfield .....	Sister Mary Leonard
Mountain Lakes H. S. .... (1940)	Mountain Lakes .....	Gerald F. Hopkins
Neptune H. S. .... (1928)	Ocean Grove .....	F. Russell Coleman
New Brunswick Sr. H. S. .... (1928)	New Brunswick .....	Robert C. Carlson
Newark Academy (Boys) .... (1928)	Newark 7 ..... (215 First Ave.)	Robert M. Butler
<i>Newark Public High Schools:</i>		
Barringer H. S. .... (1928)	Newark 4 ..... (49 Parker St.)	Roger B. Saylor
Central H. S. .... (1928)	Newark 3 ..... (345 High St.)	Albert D. Angell, Jr.
East Side Commercial and Technical H. S. .... (1928)	Newark 5 ..... (238 Van Buren St.)	Lewis Griffiths, Acting
South Side H. S. .... (1933)	Newark 8 ..... (80 Johnson Ave.)	Fred Landolphi
Weequahic H. S. .... (1935)	Newark 12 ..... (279 Chancellor Ave.)	Julius C. Bernstein
West Side H. S. .... (1929)	Newark 3 ..... (425 S. Orange Ave.)	Francis B. Snively
Newton H. S. .... (1946)	Newton .....	Hayes C. Gordon
North Arlington H. S. .... (1944)	North Arlington .....	Joseph J. Flimlin
North Hunterdon Regional H. S. (1957)	Annandale .....	G. Clifford Singley
North Plainfield H. S. .... (1928)	North Plainfield ..... (Greenbrook Rd.)	
Nutley H. S. .... (1928)	Nutley 10 .....	Edward F. Assmus
Ocean City H. S. .... (1928)	Ocean City .....	George W. Meyer
Orange H. S. .... (1928)	Orange .....	Leonard Cronk
Palmyra H. S. .... (1930)	Palmyra .....	Miss C. Elizabeth McDonell
Park Ridge H. S. .... (1930)	Park Ridge .....	Matthew Weiner
Passaic Sr. H. S. .... (1928)	Passaic .....	Elmer S. Holbeck
Passaic Valley H. S. .... (1947)	Little Falls .....	Edward T. Schneider
<i>Paterson Public High Schools:</i>		
Central H. S. .... (1928)	Paterson 1 ..... (68 Hamilton St.)	A. Reese Matteson
Eastside H. S. .... (1928)	Paterson 4 (Park Ave.)..	William B. White
Paulsboro H. S. .... (1928-33; 1936)	Paulsboro .....	Calvin E. Ingling
Peddle School, The (Boys) .... (1928)	Hightstown .....	Carrol O. Morong
Pennington School, The (Boys) .... (1930-34; 1937)	Pennington .....	Ira S. Pimm

SCHOOL	LOCATION	HEAD
Penns Grove Regional H. S.....(1952)	Penns Grove .....	John M. McHugh
Perth Amboy H. S.....(1928)	Perth Amboy .....	James F. Chalmers
Pingry School, The (Boys).....(1928)	Elizabeth .....	E. Laurence Springer
	(215 North Ave.)	
Pitman H. S.....(1928)	Pitman .....	Henry B. Cooper
Plainfield H. S.....(1928)	Plainfield .....	Warren H. Held
Pleasantville H. S.....(1953)	Pleasantville .....	Justin H. Hess
Point Pleasant Beach H. S.....(1939)	Point Pleasant .....	Arthur E. Whitcomb
Pompton Lakes H. S.....(1943)	Pompton Lakes .....	Lester V. Jochem
Princeton H. S.....(1932)	Princeton .....	William H. Rhodes
Prospect Hill Country Day School	Newark 4 .....	{ Mrs. Edward P. Hooper
(Girls) .....	(346 Mt. Prospect Ave.)	{ Miss Marguerite Smith
Queen of Peace H. S.....(1955)	North Arlington .....	Mother Regina Mercedes, S.S.J.
Rahway H. S.....(1933)	Rahway .....	John H. Cooper
Ramsey H. S.....(1939)	Ramsey .....	Guy W. Moore
Rancocas Valley Regional H. S.....	Mount Holly .....	Fred W. Evans
(1928-35; 1938)		
Red Bank Catholic H. S.....(1934)	Red Bank .....	Sister Mary Eleanor, R.S.M.
Red Bank H. S.....(1928)	Red Bank .....	Royal H. Hintz
Ridgefield Park H. S.....(1930)	Ridgefield Park .....	William B. Mullen
Ridgewood H. S.....(1928)	Ridgewood .....	Ellis D. Brown
Riverside H. S.....(1950)	Riverside .....	Richard Dickinson
Roselle Park H. S.....(1928)	Roselle Park .....	Irvin N. Forrest
	(West Grant Ave.)	
Roxbury Township H. S.....(1938)	Succasunna .....	Thomas E. Zerbe
Rumson H. S.....(1940)	Rumson .....	John F. Kinney, Jr.
Rutgers Preparatory School (Boys)....	New Brunswick .....	David M. Heinlein
(1928)		
Rutherford H. S.....(1928-35; 1940)	Rutherford .....	Rodney R. Robinson
Saint Benedict's Preparatory School		
(Boys) .....	Newark 2 (520 High St.)..	Rev. Philip C. Hoover, O.S.B.
Saint Bernard's School.....(1935)	Gladstone .....	Donald R. Williams
Saint John Baptist School (Girls) (1935)	Mendham .....	Sister Mary Barbara, C.S.J.B.
Saint Mary's Hall (Girls).....(1936)	Burlington .....	Mrs. Elsie Flounders
Saint Peter's Preparatory School (Boys)	Jersey City 2.....	Rev. Cornelius J. Carr, S.J.
(1930)	(144 Grand St.)	
Salem H. S.....(1952)	Salem .....	Miss Marie L. Ohrle
Sayreville H. S.....(1946)	Sayreville .....	Miss Margaret Mary Walsh
Scotch Plains H. S.....(1932)	Scotch Plains .....	Robert Adams, Jr.
Seton Hall Preparatory School (Boys)...	South Orange .....	Rev. Thomas J. Tuohy
(1931)	(400 S. Orange Ave.)	
Somerville H. S.....(1928)	Somerville .....	James Olson
Stevens Academy.....(1935; 1937)	Hoboken (266 Fifth St.)..	Douglas Groff Cole
Summit H. S.....(1934)	Summit .....	Alton J. Gast
Swedesboro H. S.....(1928)	Swedesboro .....	Walter H. Hill
Teaneck Jr.-Sr. H. S.....(1935)	Teaneck .....	Miss Helen B. Hill
Tenaflly H. S.....(1928)	Tenaflly .....	Eugene H. Van Vliet
Toms River H. S.....(1955)	Toms River .....	Nathaniel S. Detwiler
<i>Union City Public High Schools:</i>		
Emerson H. S.....(1929)	Union City .....	Horace R. Boutelle, Acting
	(318 18th St.)	
Union Hill H. S.....(1928)	Union City .....	Henry S. Stahler
	(3800 Hudson Ave.)	
Union County Regional H. S....(1942)	Springfield .....	Warren W. Halsey
Union H. S.....(1953)	Union .....	Fred Stahuber
Vail-Deane School, The (Girls).....(1928)	Elizabeth 3 .....	Miss Margaret S. Cummings
	(618 Salem Ave.)	
Verona H. S.....(1947)	Verona .....	William H. Sampson
Vineland H. S.....(1936)	Vineland .....	Miss Mary E. Rossi
Washington H. S.....(1934)	Washington .....	Karl A. Zettelmoyer

SCHOOL	LOCATION	HEAD
Wayne Township H. S. ....(1954)	Paterson 2 ..... (Valley Road)	John Van Dyken
Weehawken H. S. ....(1928)	Weehawken ..... (Liberty Place)	George Becker
West Orange H. S. ....(1928)	West Orange ..... Westfield ..... Westwood ..... Westwood Jr.-Sr. H. S. ....(1939)	Raymond E. Hearn Robert L. Foose Maurice A. Coppens
Wildwood Catholic H. S. ....(1956)	North Wildwood .....	Sister Madeleine de Lourdes, S.S.J.
Wildwood H. S. ....(1931)	Wildwood .....	Paul W. Freed
William MacFarland Sr. H. S. .... (1929-33; 1935)	Bordentown .....	George M. Dare
Woodbridge H. S. ....(1928)	Woodbridge .....	John P. Lozo
Woodbury H. S. ....(1928)	Woodbury .....	John R. Worrall
Wood-Ridge H. S. ....(1943)	Wood-Ridge ..... (258 Hackensack St.)	A. Edward DiMiceli
Woodstown H. S. ....(1928)	Woodstown .....	Joseph H. Ewart
NEW YORK		
A. B. Davis H. S. ....(1932)	Mount Vernon .....	Howard G. Spalding
Academy of Mount Saint Vincent (Girls) ....(1944)	Tuxedo Park .....	Sister Maria Lawrence
Academy of the Sacred Heart (Females) (1928)	Albany 2 .....	Mother Margaret O'Rourke
Adelphi Academy (Boys) ....(1928)	Brooklyn 38 ..... (282 Lafayette Ave.)	Edward W. Hathaway
Albany Academy, The (Boys) ....(1928)	Albany 8 ..... (Academy Rd.)	Harry E. P. Meislahn
Albany Academy for Girls .....(1928)	Albany 10 ..... (155 Washington Ave.)	Miss Rhoda E. Harris
Albany H. S. ....(1939)	Albany 3 ..... (141 Western Ave.)	Stanley E. Heason
Allendale School, The (Boys) ....(1943)	Rochester 18 ..... (519 Allen's Creek Rd.)	Buell Critchlow
Aquinas Institute of Rochester, The (Boys) ....(1928)	Rochester 13 ..... (1127 Dewey Ave.)	Very Rev. Ernest P. Magee, C.S.B.
Barnard School for Boys ....(1928)	Bronx 71 ..... (4411 Cayuga Ave.)	Carrington Raymond
Barnard School for Girls, The..(1930)	New York 33 ... (554 Fort Washington Ave.)	Mrs. Margaret D. Gillette
Berkeley Institute, The (Girls) ..(1928)	Brooklyn 17 ..... (181 Lincoln Place)	Mrs. Helen B. Mason
Birch Wathen School ....(1936)	New York 25 ..... (149 W. 93rd St.)	Harrison Moore
Brighton H. S. ....(1949)	Rochester 18 ..... (1150 Winton Rd.)	Leonard B. Smith
Bronxville H. S. ....(1945)	Bronxville 8 .....	Frank Misner
Brooklyn Friends School ....(1928)	Brooklyn 1 ..... (112 Schermerhorn St.)	William J. Meenaghan
Brooklyn Preparatory School (Boys) ... (1928)	Brooklyn 25 ..... (1150 Carroll St.)	Rev. J. Vincent Watson, S.J.
Buffalo Seminary, The (Girls) ... (1928)	Buffalo 22 ..... (205 Bidwell Parkway)	Miss Marian W. Smith
Calhoun School (Girls) ....(1928)	New York 25 ..... (309 W. 92nd St.)	{ Miss Elizabeth Parmelee { Miss Beatrice S. Cosmey
Canisius H. S. (Boys) ....(1928)	Buffalo 9 ..... (1180 Delaware Ave.)	Rev. Donald L. Kirsch, S.J.
Cathedral School of St. Mary, The (Girls) ....(1928)	Garden City ..... (37 Cathedral Ave.)	Miss Mary H. Russell
Chaminade H. S. (Boys) ....(1946)	Mineola (Jackson Ave.)..	Brother John T. Darby, S.M.
Collegiate School (Boys) ....(1928)	New York 24 ..... (241 W. 77th St.)	Wilson Parkhill



SCHOOL	LOCATION	HEAD
Columbia Grammar School.....(1928)	New York 25..... (5 W. 93rd St.)	James W. Stern
Columbia School of Rochester, The (Girls).....(1940)	Rochester 7..... (22 S. Goodman St.)	Mrs. Della E. Simpson
Concordia Collegiate Institute...(1955)	Bronxville 8..... (171 White Plains Rd.)	Rev. Carl F. Weidmann
Corning Free Academy.....(1928)	Corning.....	Wilbur T. Miller
Cortland Jr.-Sr. H. S.....(1929)	Cortland.....	Robert J. Doran
De Veaux School (Boys).....(1928)	Niagara Falls.....	Morison Brigham
Dobbs Ferry H. S.....(1935)	Dobbs Ferry.....	William Z. Lindsey
Dwight School (Boys).....(1928)	New York 21..... (402 E. 67th St.)	Winton L. Miller, Jr.
Eastchester H. S.....(1941)	Tuckahoe 7.....	Douglas S. MacDonald
East Rochester H. S.....(1953)	East Rochester.....	Lewis C. Obourn
Emma Willard School (Girls)....(1928)	Troy (Pawling Ave.)....	{ Miss Anne Wellington { Miss Clemewell Lay
Fieldston School of the Ethical Culture Schools.....(1928)	New York 71..... (Fieldston Rd.)	Luther H. Tate
Fordham Preparatory School (Boys)...	New York 58..... (East Fordham Rd.)	Rev. William J. Farricker, S.J.
Franklin School (Boys).....(1928)	New York 24..... (18 W. 89th St.)	Moe C. Spahn
Fredonia H. S.....(1928)	Fredonia.....	Howard R. Bradley
Friends Academy.....(1928)	Locust Valley.....	Victor M. Houghton, Jr.
Friends Seminary.....(1928)	New York 3..... (15 Rutherford Place)	Alexander H. Prinz
Garden Country Day School.....(1935)	New York 72..(33-16 79th St., Jackson Heights)	Henry Roberts
Geneseo Central Jr.-Sr. H. S....(1951)	Geneseo.....	Albert O. Jenkins
Geneva H. S.....(1928)	Geneva.....	Spurgeon B. Wuertenberger
Great Neck Sr. H. S.....(1928)	Great Neck..... (35 Polo Rd.)	Ruel E. Tucker
Hackley School (Boys).....(1933)	Tarrytown..... (293 Benedict Ave.)	Frank R. Miller
Halsted School.....(1948)	Yonkers 2..... (229 North Broadway)	Mrs. Ruth S. Leonard
Harley School, The.....(1932)	Rochester 18..... (1981 Clover St.)	William S. Litterick
Harrison H. S.....(1953)	Harrison.....	Alexander L. Arning
Hastings H. S.....(1928)	Hastings-on-Hudson...	Rowland H. Ross
Haverling Central School.....(1957)	Bath.....	Vernon E. Wightman
Hempstead H. S.....(1935)	Hempstead..... (70 Greenwich St.)	William D. Beddow
Holy Angels Academy (Girls)....(1946)	Buffalo 14..... (24 Shoshone Drive)	Sister Constance, G.N.S.H.
Horace Greeley H. S.....(1952)	Chappaqua.....	Donald W. Miles
Horace Mann School.....(1928)	New York 71..... (231 W. 246th St.)	Mitchell Gratwick
Hornell H. S.....(1928)	Hornell.....	Robert J. Johnson
Hudson H. S.....(1928)	Hudson.....	Loyal D. McNeal
Ithaca H. S.....(1928)	Ithaca.....	Frank R. Bliss
Kew-Forest School.....(1928)	Forest Hills (119-17 Union Turnpike at Austin St.)	James L. Dixon
La Salle Military Academy (Boys) (1936)	Oakdale..... (195 Broadway)	Brother Anthony Joseph, F.S.C.
Lawrence H. S.....(1933)	Lawrence.....	James H. Simmonds
Leonard School for Girls (now part of Columbia Grammar School) (1951)	New York 25..... (26 W. 94th St.)	
Lindenhurst Jr.-Sr. H. S.....(1951)	Lindenhurst..... (350 S. Wellwood Ave.)	Robert J. Little
Lockport Sr. H. S.....(1950)	Lockport..... (Lincoln and Locust Sts.)	Lloyd F. McIntyre
Long Beach H. S.....(1934)	Long Beach.....	Joseph Borzilleri



SCHOOL	LOCATION	HEAD
Loyola School (Boys) .....(1928)	New York 28..... (Park Ave. at 83d St.)	Rev. Peter J. Daly, S.J.
Mamaroneck H. S. ....(1934)	Mamaroneck .....	Joseph C. McLain
Manhasset H. S. ....(1928)	Manhasset .....	Kendall B. Howard
	(Memorial Place)	
Manlius School, The (Boys).....(1928)	Manlius .....	John W. MacDonald
Marcellus Central H. S. ....(1934)	Marcellus .....	Chester S. Driver
Marymount Secondary School (Girls).. (1928)	Tarrytown .....	Mother Marie Brendan
Masters School, The (Girls).....(1928)	Dobbs Ferry .....	Miss Elizabeth B. Cochran
McBurney School (Boys).....(1929)	New York 14..... (5 W. 63d St.)	Benjamin D. Chamberlin
Middletown H. S. ....(1938)	Middletown .....	Herbert B. Smith
	(112 Grand Ave.)	
Millbrook School for Boys.....(1942)	Millbrook .....	Edward Pulling
Miss Hewitt's Classes.....(1957)	New York 21..... (45 E. 75th St.)	Mrs. Charlotte Comfort
Monticello H. S. ....(1936)	Monticello .....	Kenneth L. Rutherford
Mount Saint Mary Academy (Girls).. (1932)	Newburgh .....	Sister Mary Vincent, O.P.
Nazareth Academy (Girls).....(1946)	Rochester 13 .....	Sister Agnes Cecilia
	(1001 Lake Ave.)	
<i>New York City Public High Schools:</i>		
<i>Bronx Borough:</i>		
Evander Childs H. S. ....(1928)	New York 67..... (800 E. Gun Hill Rd.)	Hymen Alpern
Samuel Gompers Vocational and Technical H. S. (Technical Division only) .....(1951)	New York 55..... (455 Southern Blvd.)	Seelig L. Lester
<i>Manhattan Borough:</i>		
Hunter College H. S. (Girls).....(1929)	New York 21..... (930 Lexington Ave.)	Cyril W. Woolcock
Washington Irving H. S. (Girls).... (1928-37; 1951)	New York 3..... (40 Irving Pl.)	Miss Evelyn Konigsberg
<i>Queens Borough:</i>		
Grover Cleveland H. S. ....(1936)	Brooklyn 37 .....	Philip E. McCaffrey, Acting
	(2127 Himrod St.)	
New York Military Academy....(1932)	Cornwall-on-Hudson ....	Col. Nelson Dingley, III
Newark H. S. ....(1928)	Newark .....	W. Donald Hess
Newburgh Free Academy.....(1955)	Newburgh .....	Robert D. Fowler
Nichols School of Buffalo (Boys).....(1928)	Buffalo 16 .....	Philip M. B. Boocock
	(Amherst & Colvin Sts.)	
Nightingale-Bamford School, The (Girls) .....	New York 28..... (20 E. 92d St.)	Mrs. Edna H. Robillard
Northport H. S. ....(1929)	Northport .....	Miss Adelheid M. M. Kaufmann
	(Middleville Rd.)	
Northwood School (Boys).....(1928)	Lake Placid Club.....	John G. Howard
Notre Dame Academy of Staten Island (Girls) .....	Staten Island 1..... (76 Howard Ave.)	Mother Saint Vivienne, C.N.D.
Nott Terrace H. S. ....(1943)	Schenectady 8 .....	Roy E. Abbey
Oakwood School .....	Poughkeepsie .....	Charles W. Hutton
Oneonta H. S. ....(1928-30; 1935)	Oneonta .....	Charles A. Belden
Oswego H. S. ....(1932)	Oswego .....	Ralph M. Faust
Our Lady of Mercy H. S. (Girls).....(1946)	Rochester 10 .....	Mother M. Francesca, R.S.M.
	(1437 Blossom Rd.)	
Packer Collegiate Institute, The (High School Dept.) (Girls) .....(1928)	Brooklyn 1 .....	Paul D. Shafer
	(170 Joralemon St.)	
Park School of Buffalo, The..... (1928-34; 1944)	Snyder 26 .....	E. Barton Chapin, Jr.
	(115 N. Harlem Rd.)	
Paul D. Schreiber H. S. ....(1933)	Port Washington .....	Clifford F. Hendrickson
Pelham Memorial H. S. ....(1928)	Pelham 65 .....	F. Hamilton Whipple

SCHOOL	LOCATION	HEAD
Penfield Central School.....(1953)	Penfield ..... (Five Mile Line Rd.)	Elmer F. Peck
Pleasantville H. S.....(1935)	Pleasantville .....	Ronald C. McCreary
Polytechnic Preparatory Country Day School, The (Boys).....(1928)	Brooklyn 9 ..... (92d St. & 7th Ave.)	J. Folwell Scull, Jr.
Port Chester H. S.....(1955)	Port Chester .....	Edmund M. Forsythe
Regis H. S. (Boys).....(1928)	New York 28..... (55 E. 84th St.)	Rev. Thomas M. Harvey, S.J.
Rhodes Preparatory School.....(1949)	New York 19..... (11 W. 54th St.)	John T. Warren
Riverdale Country School (Boys).....(1928)	New York 71 .. (Fieldston Road & 253d St.)	John H. Jones
Riverdale Country School for Girls.... (1943)	New York 71... (249th St. and Palisade Ave.)	Miss Miriam D. Cooper
Robert L. Simpson H. S.....(1928)	Huntington .....	Robert A. Cushman
<i>Rochester Public High Schools:</i>		
Benjamin Franklin H. S.....(1934)	Rochester 21 ..... (950 Norton St.)	Willard A. Sabin
Charlotte H. S.....(1928-32; 1934)	Rochester 12 ..... (4115 Lake Ave.)	Glenn M. Denison
East H. S.....(1928)	Rochester 7 ..... (410 Alexander St.)	William C. Wolgast
Edison Technical and Industrial H. S. (Boys).....(1947)	Rochester 21 ..... (725 Clifford Ave.)	Paul K. W. Springer, Acting
Jefferson Jr.-Sr. H. S.....(1945)	Rochester 6 ..... (Edgerton Park)	James S. Wishart
John Marshall H. S.....(1928)	Rochester 13 ..... (180 Ridgeway Ave.)	Elmer W. Snyder
Madison H. S.....(1939)	Rochester 11 ..... (101 Epworth St.)	Ira I. Berman
Monroe H. S.....(1929)	Rochester 7 ..... (164 Alexander St.)	Miss Mary A. Sheehan
West H. S.....(1928)	Rochester 11 ..... (501 Genesee St.)	C. Willard Burt
Rye Country Day School.....(1928)	Rye ..... (Boston Post Rd. & Cedar St.)	Gerald N. LaGrange
Rye H. S.....(1928-32; 1935)	Rye .....	Miss Elizabeth Jean Brown
Saint Agnes School (Girls).....(1932)	Albany 4 ..... (Loudenville Rd.)	Miss Blanche Pittman
Saint John's Preparatory School (Boys) .....(1934)	Brooklyn 6 ..... (82 Lewis Ave.)	Rev. John E. Hurley, C.M.
Saint Joseph's Normal Institute (Boys) (High School Dept.).....(1942)	Barrytown .....	Brother Basilian John, F.S.C.
Saint Mary's School (Girls).....(1928)	Peekskill .....	Sister Mary Regina, C.S.M.
Saint Paul's School (Boys) .....(1928)	Garden City .....	Rev. Nicholas M. Feringa
Saint Walburga's Academic School (Girls) .....(1928)	New York 31..... (630 Riverside Dr.)	Mother Mary John, S.H.C.J.
Scarborough School .....(1928)	Scarborough-on-Hudson..	Thomas C. Schuller
Scarsdale H. S.....(1942)	Scarsdale .....	Oliver W. Melchior
School of the Holy Child (Girls).....(1947)	Suffern (Lafayette Ave.)..	Mother Mary Columba
Sewanaka H. S. (Central H. S. Dist. No. 2) .....(1935)	Floral Park .....	Robert L. Springer
Sherburne Central H. S.....(1928)	Sherburne .....	Thomas M. Lotz
South Side Sr. H. S.....(1946)	Rockville Centre .....	J. Dale McKibben
Spence School (Girls).....(1935)	New York 28..... (22 E. 91st St.)	Miss Barbara Colbron
Staten Island Academy.....(1928)	Staten Island 1..... (45 Wall St.)	Harold Ely Merrick
Stony Brook School, The (Boys).....(1928)	Stony Brook .....	Frank E. Gaebelein

SCHOOL	LOCATION	HEAD
Trinity-Pawling School (Boys)...(1951)	Pawling 1 .....	Matthew E. Dann
Trinity School (Boys).....(1935)	New York 24..... (139 W. 91st St.)	Hugh C. Riddleberger
Tuckahoe H. S.....(1938)	Tuckahoe 7 .....	Edward A. Sinnott
Walden School .....	(Siwanoy Blvd.)	
Waterloo Central School.....(1951)	New York 24.....	Milton Akers
Waverly H. S.....(1930)	(1 W. 88th St.)	
Wellsville H. S.....(1928)	Waterloo .....	Claude Doxtator
Woodmere Academy .....	Waverly .....	Clarke Gage
	Wellsville .....	James H. Gambell
	Woodmere .....	Horace M. Perry
	(336 Woodmere Blvd.)	
Xavier H. S. of the College of St. Francis Xavier (Boys).....(1928)	New York 11..... (30 W. 16th St.)	Rev. Vincent J. McGrail, S.J.
PANAMA CANAL ZONE		
Balboa H. S.....(1929)	Balboa Heights .....	Theo F. Hotz
Cristobal H. S.....(1929)	(704 Roosevelt Ave.)	
	Cristobal .....	Paul L. Beck
	(Drawer GG)	
PENNSYLVANIA		
A. D. Eisenhower Sr. H. S.....(1928)	Norristown .....	Lewis V. Kost
Abington Friends School (Girls).....(1935)	Jenkintown .....	Howard W. Bartram
Abington Sr. H. S.....(1928)	Abington .....	W. Eugene Stull
Academy of the New Church— Boys' Academy .....	Bryn Athyn .....	Richard R. Gladish
Academy of the New Church— Girls' Seminary .....	(Second St. Pike)	
Academy of Notre Dame de Namur (Girls) .....	Bryn Athyn .....	Miss Dorothy E. Davis
	(Second St. Pike)	
Academy of the Sisters of Mercy (Girls) .....	Villanova .....	Sister Gertrude St. Edward, S.N.D. deN.
Agnes Irwin School, The (Girls).....(1936)	Gwynedd Valley .....	Sister Mary de la Salle, C.R.S.M.
Allentown Central Catholic H. S. (1944)	Wynnewood .....	Mrs. Anne F. Bartol
Allentown H. S.....(1932)	(Clothier Rd.)	
Altoona Sr. H. S.....(1931)	Allentown .....	Rev. Stephen J. Daday
Ambler Joint H. S.....(1928)	(4th & Chew Sts.)	
Ambridge H. S.....(1931)	Allentown .....	Clifford S. Bartholomew
Armagh-Brown Joint H. S.....(1956)	(17th & Turner Sts.)	
Aspinwall H. S.....(1930)	Altoona .....	Joseph N. Maddocks
Athens H. S.....(1953)	(6th Ave. & 15th St.)	
Avalon H. S.....(1930)	Ambler .....	Clifford K. Geary
Avonworth H. S.....(1934)	Ambridge .....	Michael F. Serene
Baldwin School, The (Girls)....(1928)	(909 Duss Ave.)	
Baldwin Township H. S.....(1943)	Reedsville .....	Fred R. Carstetter
Bangor Area Joint H. S.....(1936)	Pittsburgh 15.. (4th St. & Virginia Ave., Aspinwall)	Niles E. Norman
Barrett Township H. S.....(1937)	Athens .....	George E. Fitch
Beaver Falls Sr. H. S.....(1930)	Pittsburgh 2 .. (721 Cali- fornia Ave., Avalon)	Robert E. Grine
Beaver Area H. S.....(1928)	Pittsburgh 2 .. (200 Dick- son Ave., Ben Avon)	Warren Hollenback
Bedford H. S.....(1936)	Bryn Mawr .....	Miss Rosamond Cross
	Pittsburgh 36 .....	Wilbert C. Brandtonies
	(4653 Clairton Blvd.)	
	Bangor 4 .....	Trevar R. Williams
	Cresco .....	George W. Webb, Jr.
	Beaver Falls .....	J. Neal Mathews
	Beaver .....	Charles S. Linn
	Bedford .....	Arthur V. Townsend

SCHOOL	LOCATION	HEAD
Bellevue H. S.....(1928)	Pittsburgh 2 ... (435 Lincoln Ave., Bellevue)	Robert H. Ruthart
Bellwood-Antis H. S.....(1954)	Bellwood .....	Charles O. Metcalf
Benjamin Franklin H. S.....(1954)	Carbondale .....	Miss Gertrude A. Krantz
Bensalem Township Jr.-Sr. H. S..(1932)	Cornwells Heights .....	Russell C. Struble
Bethel Jr.-Sr. H. S.....(1953)	Library (R. D. No. 1)...	Theodore A. Siedle
Biglerville H. S.....(1928)	Biglerville .....	Leslie V. Stock
Blairsville Joint H. S.....(1929)	Blairsville .....	Don S. Glass
Boyetown Joint Sr. H. S.....(1933)	Boyetown .....	Lawrence E. Grim
Braddock Sr. H. S.....(1951)	Braddock .....	Joseph A. Stukus
Bradford Sr. H. S.....(1928)	Bradford .....	George A. Bell
Brentwood Jr.-Sr. H. S.....(1943)	Pittsburgh 27 .....	Thomas R. Shupe
	(3601 Brownsville Rd.)	
Bristol Jr.-Sr. H. S.....(1933)	Bristol .....	David L. Hertzler
Brookville Jr.-Sr. H. S.....(1928)	Brookville .....	Hasson Rockey
Butler Area Joint Sr. H. S.....(1951)	Butler .....	William T. Bean
California Community Sr. H. S..(1934)	California .....	William H. First
Cameron County H. S.....(1957)	Emporium .....	Jack Livingston
Camp Hill H. S.....(1928-33; 1943)	Camp Hill .....	Donald E. Enders
	(24th & Chestnut Sts.)	
Canton H. S.....(1928)	Canton .....	John T. Williammee, Jr.
Carlisle Sr. H. S.....(1930)	Carlisle .....	Mark N. Burkhardt
Carson Long Institute (Boys)....(1929)	New Bloomfield .....	Edward L. Holman
Catasauqua H. S.....(1956)	Catasauqua .....	Ralph C. Brown
Cathedral Preparatory School (Boys).....(1948)	Erie (225 W. 9th St.)...	Rt. Rev. Msgr. Robert B. McDonald
Catholic H. S., The.....(1953)	Harrisburg .....	Rev. Walter H. Shaul
	(22d & Market Sts.)	
Cecilian Academy, The (Girls)....(1942)	Philadelphia 19 .....	Mother M. Sylvester, S.S.J.
	(144 W. Carpenter La.)	
Central Bucks Joint Jr.-Sr. H. S..(1929)	Doylestown .....	J. Edward Smith
Central Catholic H. S.....(1948)	Reading .....	Rev. Raymond J. Leichner
	(Hill Rd. & Clymer St.)	
Central District Catholic H. S....(1932)	Pittsburgh 13 .....	Brother Giles Vincent
	(4720 Fifth Ave.)	
Chambersburg Area Joint Sr. H. S. ....(1941)	Chambersburg .....	Ralph I. Shockey
Charleroi Sr. H. S.....(1929)	Charleroi .....	Edwin F. Luse
Charles E. Ellis School for Girls, The..(1936)	Newtown Square .....	Arnold E. Look
Chartiers Valley Joint H. S.....(1950)	Bridgeville .....	C. J. McMahon
(A jointure incl. Bridgeville H. S.)		
Cheltenham Township H. S.....(1928)	Philadelphia 17 .....	Edwin B. Keim
	(Elkins Park)	
Chester H. S.....(1945)	Chester .....	Karl E. Agan
Chestnut Hill Academy.(1928-42; 1957)	Philadelphia 18 .....	Robert A. Kinkley
Clairton Sr. H. S.....(1928)	Clairton .....	Bruce C. Birch
Clarion Joint Sr. H. S.....(1950)	Clarion .....	William M. Page, III
Clarks Summit-Abington Joint H. S... (1928)	Clarks Summit .....	William H. Crum
Clearfield Area Sr. H. S.....(1936)	Clearfield .....	W. Howard Mead
Clifton Heights H. S.....(1941)	Clifton Heights .....	Joseph K. Lindsay
Collingdale H. S.....(1934)	Collingdale .....	Harry H. Mercer
Conemaugh Township H. S.....(1956)	Davidsville .....	Paul C. Berkebile
Conestoga Sr. H. S.....(1928)	Berwyn .....	B. Anton Hess
Convent School of the Sacred Heart (Girls) .....	Philadelphia 31 .... (City Line & Haverford Rd.)	Mother Phyllis Heuisler
Convent School of the Sacred Heart, Eden Hall (Girls).....(1928)	Philadelphia 14 .. (Grant Ave. bel. Frankford)	Mother Florence Ashe
Coraopolis Sr. H. S.....(1929)	Coraopolis .....	Joseph E. Johnson
Council Rock Jr.-Sr. H. S.....(1945)	Newtown .....	Norman W. Kratz
Crafton Borough Jr.-Sr. H. S....(1928)	Pittsburgh 5 .....	Paul L. Maxwell
	(Crafton Blvd.)	

SCHOOL	LOCATION	HEAD
Cresson Joint H. S. .... (1951)	Cresson .....	F. K. Shields
Cumberland Valley H. S. .... (1957)	Mechanicsburg .....	Charles R. Slaybaugh
Daniel Boone Jr.-Sr. H. S. (a jointure incl. Birdsboro Jr.-Sr. H. S.)... (1950)	Athol .....	John S. Herbein
Darby Sr. H. S. .... (1928)	Darby .....	J. Wallace Saner
Delaware Valley Joint H. S. .... (1928)	Milford .....	Ira C. Markley
Delhaas Joint H. S. .... (1956)	Bristol .....	Robert H. Fraser
Delone Catholic H. S. .... (1953)	McSherrystown .....	Rev. William R. Lyons
Donegal H. S. .... (1928)	Mount Joy .....	Wilbur I. Beahm
Donora Sr. H. S. .... (1950)	Donora .....	Michael J. Herk
Dormont H. S. .... (1928)	Pittsburgh 16 .....	Jay Neff
	(Annapolis Ave.)	
Downingtown Joint Jr.-Sr. H. S. .... (1935)	Downingtown .....	Charles P. Emery
DuBois Area Joint Sr. H. S. .... (1929)	DuBois .....	Elton J. Mansell
Duquesne Sr. H. S. .... (1950)	Duquesne .....	Ray Y. Henry
	(South 3d St.)	
East Pittsburgh H. S. .... (1936)	East Pittsburgh .....	Samuel Cirola
East Stroudsburg Area Joint Sr. H. S. ... (1935)	East Stroudsburg .....	Ralph O. Burrows
Easton H. S. .... (1928)	Easton .....	Albert S. Erb
Ebensburg-Cambria H. S. .... (1932)	Ebensburg .....	Ernest M. Johnston
Eddystone H. S. .... (1957)	Eddystone .....	Horace F. Erb
Elizabethtown Area H. S. .... (1951)	Elizabethtown .....	Phillip H. Daubert
Ellis School, The (Girls) .... (1928)	Pittsburgh 32 .....	Miss Marion H. Hamilton
	(5607 Fifth Ave.)	
Emmaus H. S. .... (1950)	Emmaus .... (North St. & Macungie Ave.)	Howard K. Deischer
Episcopal Academy, The (Boys) .. (1928)	Philadelphia 31 ... (City Line & Berwick Rd.)	Greville Haslam
<i>Erie Public High Schools:</i>		
Academy H. S. .... (1928)	Erie (29th at State St.)...	Guy A. Minadeo
East H. S. .... (1930)	Erie (1151 Atkins St.)...	Harold D. Leberman
Strong Vincent H. S. .... (1931)	Erie (1330 W. 8th St.)...	Hamilton C. Gillespie
Exeter Township H. S. .... (1957)	Reading .....	M. Luther Lausch
Farrell Sr. H. S. .... (1955)	Farrell .....	Anthony J. Pintar
Ford City Jr.-Sr. H. S. .... (1930)	Ford City .....	Raymond E. Miller
Forty Fort Jr.-Sr. H. S. .... (1930)	Forty Fort .....	Leon C. Bubeck
Fountain Hill H. S. .... (1953)	Bethlehem .....	Carl B. Laubenstein
Franklin Jr.-Sr. H. S. .... (1951)	Franklin .....	Harry F. Newell
Friends' Central School. .... (1928)	Philadelphia 31 .....	Merrill E. Bush
	(68th St. & City Line)	
Friends' Select School. .... (1928)	Philadelphia 3 .....	G. Laurence Blauvelt
	(17th St. & Parkway)	
Garden Spot H. S. (a jointure incl. New Holland H. S.) .... (1934)	New Holland .....	Robert P. Simon
George School .....	George School .....	Richard H. McFeely
Germantown Academy (Boys) ... (1928)	Philadelphia 44 .. (School House La. & Greene St.)	Donald H. Miller
Germantown Friends School. .... (1928)	Philadelphia 44 .....	Henry Scattergood
	(Coulter St.)	
Gettysburg Jr.-Sr. H. S. .... (1930)	Gettysburg .....	Guile W. Lefever
Girard College (H. S.) (Boys) ... (1928)	Philadelphia 21 .. (Corin- thian & Girard Aves.)	E. Newbold Cooper
Governor Mifflin Joint H. S. .... (1929)	Shillington .....	Howard L. Hendricks
Greensburg Jr.-Sr. H. S. .... (1930)	Greensburg .....	Samuel W. Jacobs
Grier School, The (Girls) .... (1928)	Tyrone .....	Thomas C. Grier
Grove City Joint Consolidated Sr. H. S. ... (1949)	Grove City .....	Harland J. Surrena
Hamburg Borough H. S. .... (1936)	Hamburg .....	Charles E. Price
Hampton Township H. S. .... (1949)	Allison Park .....	Howard F. Jack
Hanover Sr. H. S. .... (1948)	Hanover .....	Ray W. Gray
Harbor Creek H. S. .... (1955)	Harbor Creek .....	William K. Williams



SCHOOL	LOCATION	HEAD
<i>Harrisburg Public High Schools:</i>		
John Harris H. S.....(1928)	Harrisburg ..... (Market & Hale Sts.)	Miss Helen J. Graeff
William Penn H. S.....(1928)	Harrisburg ..... (3d & Division Sts.)	Francis G. Wilson
Hatboro-Horsham Joint H. S....(1943)	Hatboro .....	A. C. Beshel
Haverford School, The (Boys)....(1928)	Haverford .....	Leslie R. Severinghaus
Haverford Township H. S.....(1928)	Havertown .....	John W. Walker
Hawley H. S.....(1936)	Hawley .....	Maurice H. Bobst
Hazleton Sr. H. S.....(1928)	Hazleton .....	George E. Shanno
Hill School, The (Boys).....(1928)	Pottstown .....	Edward T. Hall
Hollidaysburg Community Joint Sr. H. S. ....(1939)	Hollidaysburg .....	Griff Jones
Homestead Sr. H. S.....(1931-37; 1944)	Homestead .....	Dwight H. Conner
Honesdale H. S.....(1940)	Honesdale .....	Paul Brock
Indiana Joint H. S.....(1928)	Indiana .....	Lambert Joseph
Interboro H. S.....(1931)	Glenolden .....	Edward V. Topping
Irwin-No. Irwin Joint H. S. (a jointure incl. Irwin Bor. Jr.-Sr. H. S.)..(1949)	Irwin .....	James L. Dudley
J. W. Cooper H. S.....(1957)	Shenandoah .....	John J. Downey
Jeannette H. S.....(1932)	Jeannette .....	Henry W. Pharaoh
Jenkintown Jr.-Sr. H. S.....(1930)	Jenkintown .....	Requa W. Bell
Jersey Shore Area Joint H. S....(1955)	Jersey Shore .....	Ira V. Grugan
Jim Thorpe Area Joint H. S....(1930)	Jim Thorpe .....	T. O. Mitman
John Piersol McCaskey Sr. H. S..(1939)	Lancaster .....	John H. Rodman
	(Reservoir St.)	
Johnstown Central Sr. H. S.....(1930)	Johnstown .....	Albert N. Rubis
	(331 Somerset St.)	
Kane Area Joint H. S.....(1928)	Kane .....	Robert A. Lowry
Kennett Jr.-Sr. H. S.....(1938)	Kennett Square .....	Forrest R. Schaeffer
Kingston H. S.....(1932)	Kingston .....	Burton W. Hankey
Kiskiminetas Springs School (Boys).... (1929)	Saltsburg .....	Lloyd M. Clark
Kittanning H. S.....(1953)	Kittanning .....	Burt L. Dunmire
Kutztown Area H. S.....(1944)	Kutztown .....	L. Merlin Stauffer
La Salle College H. S. (Boys)....(1931)	Philadelphia 41 .....	Brother E. Francis, F.S.C.
	(20th St. & Olney Ave.)	
Lancaster Catholic H. S.....(1936)	Lancaster .....	Rev. Robert C. Gribbin
	(650 Juliette Ave.)	
Lankenau School, The (Girls) (1930-36; 1948)	Philadelphia 44 (3201 W. School House Lane)	Sister Lydia Fischer
Lansdowne-Aldan H. S.....(1928)	Lansdowne .....	Joseph D. Moore
	(Essex & Green Aves.)	
Latrobe H. S.....(1928)	Latrobe .....	Robert M. Crawford
Lawrence Park Jr.-Sr. H. S.....(1939)	Erie 3 .. (4231 Morse St., Lawrence Park)	Daniel V. Skala
Lebanon Sr. H. S.....(1928)	Lebanon .....	Charles E. Gaskins
Lehigh H. S.....(1932)	Lehigh .....	Daniel I. Farren
Lewisburg Joint H. S.....(1947)	Lewisburg .....	Stanford L. Kunkle
Lewistown Sr. H. S.....(1936)	Lewistown .....	Richard F. Snyder
Liberty H. S.....(1947)	Bethlehem .....	Charles A. Klein
Lincoln Jr.-Sr. H. S.....(1928)	Midland .....	Wilbur P. Dershimer
Linden Hall (Girls).....(1928)	Lititz .....	Byron K. Horne
Lititz H. S.....(1928)	Lititz .....	G. Marlin Spaid
Lock Haven Sr. H. S.....(1931)	Lock Haven .....	Reagan I. Hoch
Lower Merion Sr. H. S.....(1931)	Ardmore .....	George H. Gilbert
Lower Moreland Jr.-Sr. H. S....(1952)	Huntingdon Valley .... (Murray Ave.)	George S. Robinson
M. S. Hershey Jr.-Sr. H. S.....(1935)	Hershey .....	George D. Lange
Mahanoy City Jr.-Sr. H. S.....(1943)	Mahanoy City .....	Robert T. Cook
	(500 E. Centre St.)	
Malvern Preparatory School (Boys).... (1945)	Malvern .....	Very Rev. Francis L. Dennis, O.S.A.



SCHOOL	LOCATION	HEAD
Manheim Central H. S.....(1956)	Manheim .....	D. W. Witmer
Manheim Township H. S.....(1935)	Neffsville .....	Arthur R. Ott
Manor Joint H. S.....(1929)	Millersville .....	A. Norman Ranck
Marple-Newtown Joint H. S.....(1954)	Newtown Square .....	Herbert E. Rathey
Marywood Seminary (Girls).....(1928)	Scranton 9 .....	Sister Mary Kevin
	(2300 Adams Ave.)	
Mater Misericordiae Academy (Girls)..	Merion .....	Sister Gertrude Marie, C.R.S.M.
(1928)		
McDowell H. S.....(1930)	Erie .....	Charles E. LeMasters
	(38th & Caughey Rd.)	
McKeesport H. S.....(1943)	McKeesport .....	Arthur O. Horn
	(Cornell & Bailey Ave.)	
Meadville Area H. S.....(1951)	Meadville .....	Albert J. Bender
Mechanicsburg Area Joint H. S.....(1932)	Mechanicsburg .....	Carl L. Graham
Media H. S.....(1933)	Media .....	John K. Barrall
Melrose Academy—Our Lady of	Philadelphia 26 .....	Sister Saint Mary
Victory Hall (Girls).....(1952)	(7601 Old York Rd.)	
Mercersburg Academy, The (Boys)...	Mercersburg .....	Charles S. Tippet
(1928)		
Mercyhurst Seminary (Girls)....(1933)	Erie (501 E. 38th St.)....	Sister Jean Marie
Millersburg Jr.-Sr. H. S.....(1957)	Millersburg .....	Gwilym D. Davies
Milton Hershey School (Boys)....(1936)	Hershey .....	W. Allen Hammond
Minersville H. S.....(1932)	Minersville .....	William J. Murphy
Mining and Mechanical Institute		
(Boys) .....	Freeland .....	Lambert E. Broad
(1929-31; 1936)	Monaca .....	Phillip H. Petrie
Monaca H. S.....(1939)	Monessen .....	Henry H. Furio
Monessen Jr.-Sr. H. S.....(1950)	(6th & Reed Ave.)	
	Monongahela .....	John P. Conte
Monongahela Sr. H. S.....(1957)	Coraopolis .....	J. Herbert Brooks
Moon H. S.....(1948)	Bethlehem .....	J. Walter Gapp
Moravian Preparatory School....(1934)	(Heckewelder Pl.)	
	Bethlehem .....	Miss Lillie Turman
Moravian Seminary for Girls....(1942)	(Green Pond)	
	Morrisville .....	E. Leonard Caum
Morrisville H. S.....(1932)	Mount Carmel .....	Vincent W. McHail
Mount Carmel Joint Sr. H. S....(1948)	(3d & Market Sts.)	
	Pittsburgh 28 .. (Cochran	Nelson Mills
Mount Lebanon H. S.....(1933)	Rd., Mount Lebanon)	
	Reading .....	John A. Hibschan
Mount Penn Jr.-Sr. H. S.....(1930)	(25th & Filbert Sts., Mt. Penn)	
	Philadelphia 18 .....	Mother Denis Marie
Mount Saint Joseph Academy (Girls)..	(Chestnut Hill)	
(1928)	Laureldale .....	Kermit H. Schmehl
Muhlenberg Township H. S.....(1931)	Muncy .....	Zigmund M. Musial
Muncy-Muncy Creek H. S.....(1948)	Munhall .....	Max W. Wherry
Munhall Jr.-Sr. H. S.....(1928)	Philadelphia 14 .. (Grant	Sister M. Theodosette
Nazareth Academy (Girls).....(1951)	& Frankford Aves.)	
	Nazareth .....	Lee Graver
Nazareth Area Joint Sr. H. S.....(1937)	Langhorne .....	James H. M. Darbie
Neshaminy Sr. H. S.....(1951)	Wallingford .....	Frank A. Mader
Nether Providence Jr.-Sr. H. S....(1936)	New Cumberland .....	S. P. Bomgardner
New Cumberland Joint H. S.....(1932)	New Kensington .....	Frank G. Oliver
New Kensington H. S.....(1928)	North East .....	Earle C. Davis
North East Joint H. S.....(1937)	Irwin .....	Harold E. Hench
North Huntingdon Jr.-Sr. H. S....(1957)	Lansdale .....	Walton E. Landes
North Penn Jr.-Sr. H. S.....(1931)	Northampton .....	Norman A. Laub
Northampton Area Joint H. S....(1932)	Oakmont .....	Floyd H. Carson
Oakmont Sr. H. S.....(1943-45; 1951)	(5th St. & Pa. Ave.)	
	Oil City .....	Carl H. Townsend
Oil City Sr. H. S.....(1949)	Oley .....	George J. Blank
Oley Township H. S.....(1940)	Duke Center .....	Ralph L. Sweitzer
Otto Jr.-Sr. H. S.....(1938)		

SCHOOL	LOCATION	HEAD
Our Lady of Mercy Academy (Girls).. (1941)	Pittsburgh 13 ..... (3333 5th Ave.)	Sister M. Gerald
Overbrook School for the Blind..(1952)	Philadelphia 31 (64th St. & Malvern Ave.)	Josef G. Cauffman
Palisades H. S.....(1955)	Kintnersville .....	Melvin G. Mack
Palmerton Area Joint H. S.....(1928)	Palmerton .....	Omar Seals
Pen Argyl Area Joint H. S.....(1951)	Pen Argyl .....	Allen H. Jackson
Penn Hall Preparatory School (Girls).. (1928)	Chambersburg .....	Clair G. Frantz
Penn H. S.....(1957)	Greenville .....	Hughes D. Briningер
Penn Sr. H. S.....(1951)	Verona .....	Joseph E. Wherry
Pennridge Sr. H. S.....(1932)	Perkasie .....	Lewis N. Snyder
Pennsbury Sr. H. S.....(1951)	Yardley .....	Richard L. Currier
Pennsylvania Military Preparatory School (Boys).....(1929-44; 1948)	Chester (14th & Chestnut Sts.)	Chester H. Sloat
Perkiomen Preparatory School (Boys).. (1928)	Pennsburg .....	Stephen W. Roberts
Phelps School, The (Boys).....(1952)	Malvern .....	Norman T. Phelps
<i>Philadelphia Public High Schools:</i>		
Abraham Lincoln Jr.-Sr. H. S..(1953)	Philadelphia 36 ..... (Rowland & Ryan Aves.)	Charles H. Williams
Benjamin Franklin H. S. (Boys) (1941)	Philadelphia 30 ..... (Broad & Green Sts.)	I. Lewis Horowitz
Central H. S. (Boys).....(1928)	Philadelphia 41 ..... (Ogontz & Olney Aves.)	Elmer Field
Frankford H. S. . . . . .(1928)	Philadelphia 24 (Oxford Ave. & Wakeling St.)	John W. Hitner
Germantown H. S.....(1928)	Philadelphia 44 ..... (Gtn. Ave. & High St.)	Charles R. Nichols
John Bartram H. S.....(1941)	Philadelphia 42 (67th St. & Elmwood Ave.)	William M. Duncan
Kensington H. S. for Girls....(1928)	Philadelphia 25.. (Amber & Cumberland Sts.)	Miss Etta M. Pettyjohn
Northeast Public H. S. (Boys).(1928)	Philadelphia 33 ..... (8th St. & Lehigh Ave.)	Charles A. Young
Olney H. S.....(1932)	Philadelphia 20 .. (Front St. & Duncannon Ave.)	Miss Marion L. Stuart
Overbrook H. S.....(1928)	Philadelphia 31 (59th St. & Lancaster Ave.)	H. Morgan Ruth
Philadelphia H. S. for Girls...(1928)	Philadelphia 30 (17th & Spring Garden Sts.)	Mrs. Dorothy B. Crawford
Roxborough H. S.....(1928)	Philadelphia 28 .. (Ridge Ave. & Fountain St.)	Wilbur C. DeTurk
Simon Gratz H. S.....(1930)	Philadelphia 40 ..... (17th & Luzerne Sts.)	M. David Hoffman
South Philadelphia H. S.....(1928)	Philadelphia 48 .. (Broad St. & Snyder Ave.)	Joseph J. Rossi
Standard Evening H. S.....(1947)	Philadelphia 30 ..... (Broad & Green Sts.)	I. Lewis Horowitz
West Philadelphia H. S.....(1928)	Philadelphia 39 ..... (47th & Walnut Sts.)	George Montgomery
William Penn H. S. for Girls..(1928)	Philadelphia 30 ..... (15th & Wallace Sts.)	Mrs. Ruth W. Hayre
<i>Philadelphia Roman Catholic Diocesan High Schools:</i>		
Bishop Neumann H. S.....(1939)	Philadelphia ..... (26th & Moore Sts.)	Very Rev. C. Albert Koob, O.Praem.
John W. Hallahan Catholic Girls' H. S. ....(1929)	Philadelphia 3 ..... (19th & Wood Sts.)	Rev. George T. Concannon

SCHOOL	LOCATION	HEAD
Little Flower Catholic H. S. for Girls .....(1945)	Philadelphia 40 ..... (10th & Lycoming Sts.)	Rev. Joseph A. Brown
Northeast Catholic H. S. for Boys... (1936)	Philadelphia 24 (Kensing- ton & Torresdale Aves.)	Very Rev. John F. Tocik, O.S.F.S.
Notre Dame Catholic Girls' H. S.... (1947)	Moylan (Manchester Ave.)	Sister Margaret Elizabeth
Saint Thomas More Catholic Boys' H. S. ....(1947)	Philadelphia 31 ..... (47th & Wyalusing Ave.)	Rev. John J. Curran, S.T.L.
West Philadelphia Catholic Girls' H. S. ....(1930)	Philadelphia 39 ..... (45th & Chestnut Sts.)	Rev. Francis A. McDermott
West Philadelphia Catholic H. S. for Boys .....(1932)	Philadelphia 39 ..... (49th & Chestnut Sts.)	Rev. Brother Galdrick John, F.S.C.
Pine Grove Area H. S. ....(1947)	Pine Grove .....	Frank R. Winsheimer
Pitcairn H. S. ....(1955)	Pitcairn .....	George J. Fike
<i>Pittsburgh Public High Schools:</i>		
Allegheny Sr. H. S. ....(1929)	Pittsburgh 12 ..... (810 Sherman Ave.)	Roy T. Mattern
Carrick Jr.-Sr. H. S. ....(1928)	Pittsburgh 10 ..... (125 Parkfield St.)	Carl G. Brackmann
David B. Oliver Jr.-Sr. H. S. ....(1928)	Pittsburgh 12 (Brighton Rd. & Island Ave.)	Frank H. Herrington
Fifth Avenue Jr.-Sr. H. S. ....(1928)	Pittsburgh 19 ..... (1800 Fifth Ave.)	Ralph Scott
George Westinghouse Jr.-Sr. H. S.... (1928)	Pittsburgh 8 ..... (1101 N. Murtland Ave.)	Paul E. Felton
Peabody Sr. H. S. ....(1928)	Pittsburgh 6 (N. Beatty & Margaretta Sts.)	Homer C. Bower
Perry Jr.-Sr. H. S. ....(1928)	Pittsburgh 14 (Perrysville Ave. & Semicir St.)	David R. Douglass
Samuel P. Langley Jr.-Sr. H. S. (1928)	Pittsburgh 4 ..... (Sheraden Blvd.)	Harry D. Book
Schenley Sr. H. S. ....(1928)	Pittsburgh 13 .. (Bigelow Blvd. & Center Ave.)	Bernard J. McCormick
South Jr.-Sr. H. S. ....(1928)	Pittsburgh 3 ..... (S. 10th & Carson Sts.)	James E. Shannon
South Hills Sr. H. S. ....(1928)	Pittsburgh 11 ..... (Ruth & Eureka Sts.)	Fred W. Glaser
Taylor Allderdice Jr.-Sr. H. S. (1931)	Pittsburgh 17 .... (Shady & Forward Aves.)	James D. McClymonds
Plum Township Jr.-Sr. H. S. ....(1954)	Pittsburgh 35 ..... (High School Rd.)	Pascal H. Marquette
Plymouth-Whitemarsh Joint Jr.-Sr. H. S. ....(1957)	Plymouth Meeting .....	Rodger T. Dombrow
Pottstown Sr. H. S. ....(1932)	Pottstown ..... (Penn & Chestnut Sts.)	Stanley I. Davenport, Jr.
Pottsville H. S. ....(1930)	Pottsville .....	Miles S. Kiehner
Punxsutawney Area Joint H. S. ....(1947)	Punxsutawney .....	Glenn M. Henery
Quaker Valley H. S. (formerly Leetsdale Borough Jr.-Sr. H. S. and Sewickley H. S.) ....(1931)	Sewickley .....	G. V. Bedison
Quakertown Community H. S. ....(1932)	Quakertown .....	Amos F. Hunsberger
Radnor Jr.-Sr. H. S. ....(1928)	Wayne .....	Miss Mary H. Carter
Ravenhill Academy of the Assumption (Girls) .....(1950)	Philadelphia 44 ... (3480 W. Schoolhouse Lane)	Mother Mary Veronica
Reading Sr. H. S. ....(1928)	Reading ..... (13th & Douglass Sts.)	LeVan P. Smith
Red Lion Area H. S. ....(1928)	Red Lion .....	Edgar C. Moore
Ridley Park H. S. ....(1929)	Ridley Park .....	David H. Bining
Ridley Township H. S. ....(1948)	Folsom .....	Ralph B. Sharer
Rittenhouse Square Academy of Notre Dame (Girls) .....(1951)	Philadelphia 3... (206 W. Rittenhouse Square)	Sister Catherine Joan
Rochester Sr. H. S. ....(1928)	Rochester .....	Fenton H. Farley

SCHOOL	LOCATION	HEAD
Rostraver Township Jr.-Sr. H. S. (1953)	Pricedale .....	Clifford D. Naylor
S. Horace Scott Sr. H. S. (1928)	Coatesville .....	Curtis S. Taylor
Saint Benedict Academy (Girls) (1928)	Erie (330 E. 10th St.)...	Sister M. Theophane, O.S.B.
Saint John Kanty College H. S. (Boys) (1928)	Erie 1 (3002 E. 38th St.)..	Very Rev. Adam F. Minkiel
Saint Joseph's College H. S. (Boys) (1928)	Philadelphia 21 .....	Rev. Berchmans Lanahan, S.J.
Saint Leonard's Academy of the Holy Child (Girls) (1930)	(18th & Thompson Sts.)	
Saint Mary's Academy (Girls) (1937)	Philadelphia 4 .....	Mother Mary Celestine, S.H.C.J.
	(3833 Chestnut St.)	
	Philadelphia 41 .....	Mother Miriam Loretto, S.S.J.
	(5401 Old York Rd.)	
Saint Marys Catholic H. S. (1932)	Saint Marys .....	Rev. Donald Haggerty, O.S.B.
Saint Marys H. S. (1955)	Saint Marys .....	Henry M. Ryan
Saint Rosalia H. S. (Girls) (1938)	Pittsburgh 7 .....	Sister M. Felicitas
	(411 Greenfield Ave.)	
Saint Rose H. S. (1955)	Carbondale .....	Mother M. Augustus, I.H.M.
Saint Vincent College Preparatory School (Boys) (1944)	Latrobe .....	Rev. Louis Sedlacko, O.S.B.
Sayre Area Joint H. S. (1932)	Sayre .....	Judson F. Kast
School of the Holy Child (Girls) (1929)	Sharon Hill .....	Mother St. Christopher, S.H.C.J.
Scranton Central H. S. (1928)	Scranton 10 .... (Vine St. & N. Washington Ave.)	Albert T. Jones
Scranton Preparatory School, The (Boys) (1957)	Scranton .....	Rev. John A. Convery, S.J.
Shady Side Academy (Boys) (1928)	Pittsburgh 38 .....	George L. Follansbee
	(423 Fox Chapel Rd.)	
Shaler H. S. (1946)	Glenshaw .....	Miss Mary R. Jeffery
Shamokin Area H. S. (1950)	Shamokin .....	Paul Swank
Sharon Sr. H. S. (1950)	Sharon (Case Ave.).....	Stanley N. Currier
Sharon Hill Jr.-Sr. H. S. (1934)	Sharon Hill .....	Peter A. LeDonne
Shipley School, The (Girls) (1928)	Bryn Mawr .....	Miss Margaret B. Speer
Shippensburg Area Sr. H. S. (1945)	Shippensburg .....	Charles E. Davis
Slippery Rock H. S. (1935)	Slippery Rock .....	Joseph A. McClymonds
Solebury School (1951)	New Hope .....	William P. Orrick
Souderton Jr.-Sr. H. S. (1935)	Souderton .....	W. E. Maxwell
South Middleton Township H. S. (1953)	Boiling Springs .....	Walter D. Heckman
Southmont H. S. (1939)	Johnstown .....	Thomas J. Kochuba
	(307 State St.)	
Spring-Ford Sr. H. S. (1933)	Royersford .....	Charles H. Wise
Springdale H. S. (1952)	Springdale (Colfax St.)..	John E. McCloskey
Springfield Township Jr.-Sr. H. S. (1937)	Springfield .....	Richard K. Smith
	(Delaware Co.)	
Springfield Township Sr. H. S. (1928)	Philadelphia 18 .....	Richard C. Ream
	(1801 E. Paper Mill Rd.)	
Springside School (Girls) (1934)	Philadelphia 18 .....	Miss Eleanor E. Potter
	(Chestnut Hill)	
State College Jr.-Sr. H. S. (1940)	State College .....	Theodore R. Kemmerer
Steelton Jr.-Sr. H. S. (1928)	Steelton .....	Charles W. Eisenhart
Stevens School, The (Girls) (1930)	Philadelphia 18 .....	Miss Agnes R. H. Bergen
	(8836 Crefeld St.)	
Stroudsburg Jr.-Sr. H. S. (1928)	Stroudsburg .....	Alfred W. Munson
Sunbury Area Sr. H. S. (1934)	Sunbury .....	Frederick Padgett
Susquehannock H. S. (1956)	Glen Rock .....	Ralph A. Bortner
Swarthmore H. S. (1928)	Swarthmore .....	William M. Bush
Swissvale H. S. (1928)	Pittsburgh 18 .....	John C. Weichel
	(Monongahela Ave.)	
Tarentum H. S. (1928)	Tarentum 4 .....	Charles C. Stoops
Temple University H. S. (1928)	Philadelphia 21 .....	Hugh E. Harting
	(1417 Diamond St.)	
Titusville H. S. (1932)	Titusville .....	Erwin F. Bitters
Towanda Valley Joint H. S. (1948)	Towanda .....	Loyd M. Trimmer
Troy H. S. (1929)	Troy .....	Harry A. Crumbling
Tunkhannock H. S. (1928)	Tunkhannock .....	Miss Helen G. Crompton

SCHOOL	LOCATION	HEAD
Turtle Creek Sr. H. S.....(1944)	Turtle Creek .....	Allan L. Behler
Uniontown Joint Sr. H. S.....(1933)	Uniontown .....	Dan R. Kovar
Unionville H. S.....(1953)	Unionville .....	Wilbur V. Reese
Upper Darby H. S.....(1928)	Upper Darby .....	James E. Nancarrow
Upper Dublin H. S.....(1957)	Fort Washington .....	Norman L. Jones
Upper Merion Jr.-Sr. H. S.....(1945)	King of Prussia.....	Robert R. Strine
Upper Moreland Jr.-Sr. H. S.....(1946)	Willow Grove .....	Joseph F. Wesley
Upper Perkiomen Joint H. S.....(1950)	East Greenville .....	Clarence A. Roth
Valley Forge Military Academy (Boys). (1932)	Wayne .....	Major Gen. Milton G. Baker
Vandergrift H. S.....(1957)	Vandergrift .....	J. Paul Shaffer
Villa Maria Academy (Girls)....(1932)	Erie (2403 W. Lake Rd.)	Sister Brenda Marie
Villa Maria Academy (Girls)....(1928)	Malvern .....	Sister M. Catherine Louise
Villa Maria H. S. (Girls).....(1928)	Villa Maria .....	Sister Mary Dolores
Warren H. S.....(1928)	Warren .....	Joseph V. Passaro
Waynesboro Area Sr. H. S.....(1942)	Waynesboro .....	Paul E. Shull
Wellsboro Jr.-Sr. H. S.....(1935)	Wellsboro .....	Allen W. Lewis
Wesleyville H. S.....(1954)	Wesleyville .....	William B. McKee, Jr.
	(2138 Willow St.)	
West Allegheny Sr. H. S.....(1955)	Oakdale .....	Anthony J. Miklausen
West Chester Joint Sr. H. S.....(1929)	West Chester .....	Harold H. Wingerd
West Reading H. S.....(1928)	West Reading .....	Arthur Himmelberger
West Shore Joint H. S.....(1950)	Lemoine .....	George E. Hendricks
West View H. S.....(1948)	Pittsburgh 29 .....	W. S. Luke
	(Perry Highway)	
West York Area Joint H. S.....(1928)	York (1731 W. Phila. St.)	Palmer E. Poff
Westmont-Upper Yoder H. S....(1928)	Johnstown .....	William F. Shaffer
	(827 Diamond Blvd.)	
Westmoreland H. S.....(1955)	Trucksville .....	W. Frank Trimble
Westtown School .....	Westtown .....	Daniel D. Test, Jr.
Whitehall Township Jr.-Sr. H. S. (1952)	Hokendauqua .....	George D. Steckel
<i>Wilkes-Barre Public High Schools:</i>		
Elmer L. Meyers H. S.....(1933)	Wilkes-Barre .....	H. Leon Gilbert
	(341 Carey Ave.)	
G. A. R. Memorial H. S.....(1930)	Wilkes-Barre .....	Victor F. Baiz
	(Grant & Lehigh Sts.)	
James M. Coughlin H. S.....(1928)	Wilkes-Barre .....	Francis T. Truscott
	(N. Washington St.)	
Wilkesburg Sr. H. S.....(1930)	Pittsburgh 21 .....	Edward F. Ege
William Penn Charter School, The (Boys) .....	(747 Wallace Ave.)	
	Philadelphia 44 .....	John F. Gummere
	(School Lane & Fox St.)	
William Penn Sr. H. S.....(1928)	York .....	Edward A. Glatfelter
	(101 W. College Ave.)	
Williamsport H. S.....(1928)	Williamsport .....	LeRoy F. Derr
	(1046 W. 3d St.)	
Wilson Borough Area Joint H. S. (1928)	Easton .....	Arthur L. Garner
	(22d St. & Washington Blvd.)	
Wilson H. S.....(1945)	West Lawn .....	Clayton D. Rehner
Wyoming Seminary .....	Kingston .....	Ralph W. Decker
Wyomissing H. S.....(1928)	Wyomissing .....	B. Henry Shafer
Yeadon H. S.....(1939)	Yeadon .....	Martin H. Cronlund
York Catholic H. S.....(1953)	York (459 W. King St.)..	Rev. Leo N. Bierster
York Central H. S.....(1957)	York .....	C. Clinton Ruby
SWITZERLAND		
International School of Geneva..(1936)	Geneva .....	Aleck H. Forbes
	(62 route de Chêne)	

## LIST OF ACCREDITED SCHOOLS FOR AMERICAN DEPENDENTS ABROAD

The list of schools given below are schools for American children abroad accredited by the North Central Association under a cooperative arrangement with the other regional accrediting associations. It is hoped that credentials from students taking work in these schools will be considered in the same way as those from any of the schools on the List of Accredited Schools of the Middle States Association.

SCHOOL	LOCATION	HEAD
Antilles H. S. ....	San Juan, Puerto Rico.....	William L. Sheals
Augsburg American .....	Augsberg, Germany .....	Philip C. Helland
Baumholder American .....	Baumholder, Germany .....	George H. Reeves
Berlin American .....	Berlin, Germany .....	Michael A. Fay
Bitburg Dependents' .....	Bitburg, Germany .....	Stanford C. Ramsey
Bremerhaven American .....	Bremerhaven, Germany .....	Vernon W. Smith
Burtonwood Dependents' .....	Burtonwood, England .....	Del Rae Christiansen
Camp Darby .....	Leghorn, Italy .....	Andrew G. Pritschet
Central .....	London, England .....	V. E. Farned
Chateauroux American .....	Chateauroux, France .....	Cliff Gunderson
Frankfurt American .....	Frankfurt, Germany .....	Sidney M. Crowder
General H. H. Arnold .....	Wiesbaden, Germany .....	Haldean L. Brown
Heidelberg American .....	Heidelberg, Germany .....	Alexander H. Kyrios
Itazuke Air Force Dependents' .....	Itazuke, Japan .....	Edward C. Pino
Kaiserslautern American .....	Kaiserslautern, Germany .....	G. C. Eikermann
Kokura Dependents' and Sasebo Branch .....	Kokura, Japan .....	K. T. Hancer
Kubasaki American .....	Kubasaki, Japan .....	W. B. Elliott
Kyoto American .....	Kyoto, Japan .....	Sarah M. Parks
Madrid Dependents' .....	Madrid, Spain .....	Kenneth L. Fish
Misawa and Camp Crawford Branch... ..	Misawa, Japan .....	Wayne A. Maloy
Munich American .....	Munich, Germany .....	Rex L. Gleason
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